DOCUMENT RESUME

ED 040 804 24 RC 004 449

TITLE An Organization for Instruction Program; SEL Pathways to Better Schools. SEL Pathway Series, Vol. 2.
INSTITUTION Southeastern Education Laboratory, Atlanta, Ga.
SPONS AGENCY Office of Education (DHEW), Washington, D.C. Bureau of Research.
BUREAU NO BR-6-2869
PUB DATE Mar 70
CONTRACT OEC-2-7-062869-3077
NOTE 95p.

EDRS PRICE EDRS Price MF-$0.50 HC-$4.85
DESCRIPTORS Educational Disadvantagement, Educational Finance, Elementary Schools, Evaluation, Facilities, Federal Aid, *Financial Support, *Guidelines, Individualized Instruction, Innovation, *Instructional Programs, Needs, Objectives, Professional Personnel, *Program Proposals, Project Applications, *Rural School Systems, Tax Effort

ABSTRACT

In 1968, the Southeastern Education Laboratory began a project to provide technical assistance to rural isolated school systems with problems in education. From the project came 7 illustrative Title III proposals, 5 of which have been funded by the U. S. Office of Education. This guide, then, provides ideas for local school planners and proposal writers in terms of content and organization of a written Title III proposal. Using a programmed format, the guide is divided into Case Commentary (found on the left sides of the pages) and Illustrative Case (appearing on the right sides of the pages). Content includes Title III guidelines, suggested references, ideal statement, and a critique of the strengths and weaknesses of the illustrative case which, in this volume, centers on an exemplary elementary school program that provides customized quality education for each child. Using this guide along with the other volumes in the series, rural isolated school systems should be better able to identify strategies that will alleviate the problems of educational disadvantagement. (BD)

ED040804

U.S. DEPARTMENT OF HEALTH, EDUCATION
& WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

SEL PATHWAYS TO BETTER SCHOOLS

–an organization for instruction program

RECEIVED
JUL 20 1970
NMSU
E.R.I.C.

NUMBER 2 IN SEL PATHWAY SERIES
SOUTHEASTERN EDUCATION LABORATORY / ATLANTA, GEORGIA

RC 004449

ED0 40804

RECEIVED
JUL 20 1970
NMSU
E.R.I.C.

SEL PATHWAY SERIES

1. Comprehensive Planning Guide
2. Organization for Instruction Program
3. In-Service Training Program
4. Reading Program
5. Dropout Reduction Program
6. Preschool Training Program
7. Communication Skills Program

March 1970

Southeastern Education Laboratory
3450 International Boulevard
Atlanta, Georgia 30354

(404) 766-0951

This document was produced by the Southeastern Education Laboratory, a private non-profit corporation supported in part as a regional education laboratory by funds from the United States Office of Education, Department of Health, Education, and Welfare. The opinions expressed in this publication do not necessarily reflect the position or policy of the Office of Education, and no official endorsement by the Office of Education should be inferred.

SEL BOARD OF DIRECTORS

Dr. H. Titus Singletary, Jr.
President

Dr. William A. Hunter
Vice-President

Dr. Jean A. Battle
Treasurer

Dr. Truman M. Pierce
Immediate Past-President

Dr. Kenneth W. Tidwell
Executive Secretary

Mr. Joseph T. Amisano

Mrs. Dorothy Baylor

Dr. John R. Beery

Dr. J. Clyde Blair

Dr. Leander L. Boykin

Mr. Ulysses Byas

Dr. Joseph Crenshaw

Mr. Jack D. Gordon

Mr. Clyde W. Kimball
Chairman, Regional Council

Mrs. Fannie Nelson

Dr. J. A. Williams

ACKNOWLEDGEMENTS

Many persons, agencies, and institutions have contributed invaluable knowledge to the staff members of Southeastern Education Laboratory during the preparation of this second generation *SEL Pathway Series*. Special thanks go to those original five school systems without whom the first set of materials would not have been possible; particularly significant were the suggestions made by administrators and school personnel located at Twiggs County, Georgia; Williamsburg and Fairfield Counties, South Carolina; and Claiborne and East Tallahatchie Counties, Mississippi.

Consultants who have offered many excellent suggestions regarding the content of the second generation *Pathway Series* programs include M. S. MacDonald, Rosemary Wilson, Jarvis Barnes, William Kirby, John Goode, Henry Gentry, John Adams, W. O. Best, Robert Egbert, Joe Johnston, Cliff Youngblood, Ruth Farmer, Bernard A. Kaplan, Will Atwood, Edward C. Martin, William White, Sidney Cooper, Gary Ashley, Estelle Howington, Bob Aaron, A. J. Comfort, Paul Halverson, Charles K. Frenzen, Jule Sugarman, and Billy Mellown. These persons represent a cross-section of opinion that is essential in creating materials of this kind. Consultants who assisted in preparing the

Comprehensive Planning Guide include Paul Orr, Doyne Smith, and Robert H. Hatch.

The staff members of SEL who were directly responsible for the development of the Pathway Series at various times during the past eighteen months include Robert E. Nelson, Edward G. Barnes, W. P. Sprayberry, Edward J. Storey, William F. Coulton, and former staff member, Walter D. Branch. All these persons deserve commendation for the fine work they have done on the Series.

Dr. Kenneth W. Tidwell
Executive Director

TABLE OF CONTENTS

Page

INTRODUCTION viii

HOW TO USE THIS DOCUMENT xv

ILLUSTRATIVE CASE 1

STATISTICAL DATA 1
- Project Information 4
- Budget Summary 5
- School Enrollment, Project Participation Data, and Staff Members Engaged 5
- Personnel for Administration and Implementation of Project 6
- Numbers of Persons to be Served . . . 7

NARRATIVE 8

I. ABSTRACT 9
- Objectives 9
- Procedures 9

II. THE COMMUNITY 11
- Community Profile 11
- Education Agencies Involved 11

III. STATEMENT OF NEED 13
- Educational and Cultural Facilities 13
- Determination and Priority of Needs 13
- Local Financial Inadequacy 14

IV. OBJECTIVES 16
- Objective A 16
- Objective B 17
- Objective C 17

V. PROCEDURES 19

VI. EMPHASIS 22

Page

VII. PLANNING 24
Agencies and Resources Involved . . 24
Methods and Procedures 25
State Agency Assistance 28
Support for Planning 28
What the Funds Provide 28
Phase Out of Federal Support . . . 28
Related Services 29

VIII. PARTICIPATION OF NONPUBLIC SCHOOL CHILDREN 30
Personnel 30
Equipment 30

IX. EVALUATION 32
Methods, Techniques, and Procedures 32
Instruments 34
Cost 34

X. DISSEMINATION 38

XI. QUALIFICATION OF PROFESSIONAL PERSONNEL 40
Positions to be Filled 40
Qualifications 40
Staff Qualifications 42
Staff Involvement and Salaries (Table 1) 44

XII. FACILITIES, MATERIALS, AND EQUIPMENT 45
Facilities 45
Equipment and Materials 45
Funding 46

XIII. SUBCONTRACTING 48

XIV. TAX EFFORT 50

FINANCIAL DATA 54

ASSURANCES 62

REVIEW OF RELATED RESEARCH 66

SUPPLEMENTARY BIBLIOGRAPHY 75

INTRODUCTION

Background of SEL Pathway Series

Since the inauguration of the various Title programs implemented under the Elementary and Secondary Education Act of 1965, many school systems which needed federal assistance have not obtained funds. Although there are various reasons for this failure, many of the rural isolated school districts which have a majority black school population simply lack the manpower and resources with which to assess needs and to construct plans that will be funded. The Southeastern Education Laboratory received a special contract with the U. S. Office of Education in April 1968 to lend technical assistance to certain rural isolated school systems and to determine how the Laboratory might develop materials and strategies that would bring all available resources to bear on local educational problems to these and other economically poor disctricts.

Discovering Pathways the First Year

Based upon the experiences gained by working closely with five school systems and reviewing the Coleman Report[1] and subsequent reports such as the Summary Report[2], which identified common needs and problems among many rural isolated systems in the Southeastern United States, the Laboratory developed seven illustrative Title III programs. Five of these programs were funded and became operational. SEL staff members monitored the projects and, in some instances, participated in evaluation phases during 1969. After one year of operations, staff members met with local and state Title I and Title III officials from Georgia, Alabama, South Carolina, Mississippi, Florida, and Tennessee to determine how the original illustrative programs could be improved.

---

[1] James S. Coleman, and others, Equality of Educational Opportunity. A report prepared for the U. S. Department of Health, Education, and Welfare, 1966.

Second Generation Pathways to Better Schools

Suggestions for improving the original seven programs focused upon the difficulties encountered by local school officials in assessing needs and resources prior to selecting strategies. Several consultants stated that local proposal writers sometimes construct programs for which no trained personnel are available for implementation; others select strategies which are inappropriate to the actual needs of the school system. It was concluded that the second generation *Pathway Series* should include materials which would assist local school planners in assessing their needs and systematically planning strategies to meet these needs. The *Comprehensive Planning Guide*, Number 1 of the *SEL Pathway Series*, was created to serve this purpose. The *Guide* includes (1) instructions for a survey and an inventory of needs; (2) suggestions for allocation of resources to needs and establishment of need priorities; and (3) ways to plan for program action. By using the *Guide*, together with other sources of information, local school personnel can readily identify strategies that will aim to ameliorate a major educational problem. It is recommended, therefore, that this *Guide* be used prior to using any other *Pathways* in order to determine precisely what programs are necessary in problem solving.

---

[2] A Summary Report of Six School Systems. A report published by the South Florida School Desegregation Consulting Center, School of Education, University of Miami, Coral Gables, Florida, 1968.

The six others in the *Pathway Series* are second generation programs which deal with particular problems identified in the *Summary Report*. They are illustrative in nature and are intended to suggest ideas to local planners about the content and organization of a written Title III proposal. Each program is presented according to the Title III format of the *PACE Manual* so that the information contained in the *Pathway Series* is programmed for the reader. The information is divided into two major divisions: (1) Case Commentary and (2) Illustrative

Case. The Case Commentary appears on the lefthand side of each page. The content is intended to be instructive concerning each section of the Title III proposal format and the topic under consideration. Elements include:

A. Title III Guidelines

A brief summary of major points included in the state guidelines for Georgia, Alabama, Florida, Mississippi, and South Carolina;

B. Suggested References

Sources of information and research studies pertinent to the topic of the Illustrative Case and to the section of the Title III format under consideration;

C. Ideal Statement

A statement pertaining to the proposal outline in which suggestions are made that are intended to enhance the quality of the content; and,

D. Critique

A brief commentary which identifies major strengths and weaknesses of the Illustrative Case and remedies which could have been employed.

The Illustrative Case appears on the righthand side of the page in each of the Pathway Series programs and is an actual Title III proposal which has been funded or submitted for funding. The proposal illustrates how one local school system presented its needs, strategies, outcomes, and evaluation plans. The illustration appears as it was originally submitted for funding except for certain editorial changes considered necessary for clarity and consistency; some portions also have been omitted for the sake of brevity. The names of persons and places in the illustrative cases have been changed to preserve anonymity.

It is hoped that the packaged *SEL Pathways to Better Schools Series* will be useful from the initial planning stage to the summative evaluation report. Although the present *Series* more nearly approximates this ultimate goal, it is by no means perfect and awaits further testing before additional work can be done. The total program includes:

1. Comprehensive Planning Guide
2. Organization for Instruction Program
3. In-Service Training Program
4. Reading Program
5. Dropout Reduction Program
6. Preschool Training Program
7. Communication Skills Program

Pathways are Suggestive Rather than Exemplary

A few words of caution need to be said about using the *Pathway Series*. It should be pointed out that the content of the illustrative proposal and the suggested references and statements made about each section are intended to suggest rather than to dictate how a proposal should be written or strategies should be employed. The selected proposals are used only as examples; they demonstrate both superior and inferior qualities. Since each school system has problems and resources which are unique in each instance, it is probable that most of the information contained in the illustrative Title III proposal will not have direct application to most other school systems. Hopefully, the information will suggest the type of content which is necessary and the critique will serve to assist the planner in making the presentation of his own plan qualititively and quantitatively better.

The information contained in the SEL Pathways to Better Schools Series is not intended to replace the use of state guidelines manuals or other materials required by state departments of education, or the assistance of state department of education officials in planning. Rather, rural isolated school systems are encouraged to acquire as much assistance as they can to ensure successful planning and implementation.

With this information in mind, it is hoped that many rural isolated school systems can employ the SEL Pathway Series in the manner in which they were intended: to assist in alleviating educational disadvantagement in the Southeast and the nation.

Dr. Kenneth W. Tidwell
Executive Director

HOW TO USE THIS DOCUMENT

The *SEL Pathways to Better Schools: An Organization for Instruction Program* is used to best advantage in conjunction with the state Title III guidelines manual and other resources *after a careful assessment* of needs, priorities, and resources has been accomplished. Since the construction of a proposal is actually the culmination of a planning process that may have begun many months or a year prior to actually writing a proposal, the potential user of this document should have obtained and used either No. 1 of the *SEL Pathways Series*, the *Comprehensive Planning Guide*, or other planning assistance.

After a review of the Title III guidelines manual for the state in which the school district is located, all of the needs, objectives, strategies, outcomes, and other information developed in earlier planning should be matched with the sections of the Title III format in which specific information is required. Once the minimal requirements have been met quantitatively, the program selected from among the six programs offered in the *Pathway Series* can be employed. By reading the Illustrative Case (an actual proposal) on the righthand side of each page, the planner can see how a proposal was presented by one school system. By reading the Case Commentary on the lefthand side of each page, the planner can gain a broader understanding of general requirements and can find suggestions about where more information can be obtained; ideas about developing statements that will enhance the presentation of selected information; and critical comments regarding the strengths and weaknesses of the Illustrative Case.

With these insights, the planner can begin to expand, delimit, and polish the ideas that were originally written under each section of the format. Hopefully, the information contained on the lefthand side of the Pathway program will direct the planner in such a manner as to ensure that all sections of the proposal are tied together empirically. Particular attention should be given to those sections in which needs, objectives, strategies, outcomes, and evaluation are discussed. The organization of these sections to allow adequate monitoring and evaluation activities is often as important as the strategy selected to be employed.

Although it is doubtful that any planner will have or need all of the sources of information contained in the Suggested References section, these sources were selected because they provide direct insights into problems which typically occur during the actual writing of a proposal. There are many other excellent sources which may be used.

Since the Southeastern Education Laboratory has a vital interest in the improvement of education in the Southeast and the nation, there is a three-part mailer on the following page which will serve to keep SEL informed about the application of this and other documents in the _Pathway Series_. The reader is encouraged to fill out the card specified for each phase of planning and implementation. This will enable the Laboratory to evaluate the _Pathway Series_.

PHASE I - Planning (Fill out after using PATHWAY for initial planning)

☐ I found this document useful during planning in the following ways: ____________________
____
____

☐ I did not find this document useful.

☐ I wish to contact someone at Southeastern Education Laboratory regarding suggestions I have for improving this document.

☐ I wish to contact someone at SEL about assisting us in planning.

Name ____________________
Title ____________________
Address ____________________

PHASE II - Draft of Proposal (Fill out after using PATHWAY for constructing proposal)

☐ I found this document useful during the proposal writing stage in the following ways: ____________________
____
____

☐ I did not find this document useful.

☐ I wish to contact someone at SEL regarding suggestions I have for improving this document.

☐ I wish to contact someone at SEL about reading and reacting to this draft of the proposal.

Name ____________________
Title ____________________
Address ____________________

PHASE III - Funding & Implementation (Fill out after receiving acceptance or rejection of the proposal)

☐ The proposal as written was rejected on ____________(date).

☐ The proposal was funded and implementation will begin _________(date).

☐ The Pathways were helpful in constructing an acceptable program.

☐ The Pathways were not helpful.

☐ I wish to contact someone at SEL regarding suggestions I have for improving this document.

☐ I wish to contact someone at SEL about assisting or recommending persons who can assist in implementing this program.

Name ____________________
Title ____________________
Address ____________________

Southeastern Education Laboratory
3450 International Blvd.
Suite 221
Atlanta, Georgia 30354

Southeastern Education Laboratory
3450 International Blvd.
Suite 221
Atlanta, Georgia 30354

Southeastern Education Laboratory
3450 International Blvd.
Suite 221
Atlanta, Georgia 30354

1/2

CASE COMMENTARY

Statistical Data

A. Title III Guidelines

Alabama, Florida, Mississippi, and South Carolina have made substantial changes in the format of Part I (Statistical Data) of the project proposal. Florida's format is simplified and is by far the easiest to read. The arrangement of the required items of information presents a much less formidable obstacle than did the earlier PACE Manual layout. Georgia adopted the familiar PACE Manual Part I with only minor changes in the headings. Mississippi, like Florida, has rearranged and simplified the information required in their Part I (Statistical Data) and has colorcoded that portion of the guidelines for easy identification. Alabama has revamped all sections (persons served) to include considerably more detail of a different nature in some sections (D and E) and less detail in others (sections A, B, and C). In summary, it may be said that the Statistical Data section of each of the five states' guidelines requires essentially the same information, but different formats are used in organizing them. Any proposal should refer to the applicable Title III guidelines.

B. Suggested References

1. Applicable State Title III Guidelines.

ILLUSTRATIVE CASE

See Part I, Statistical Data following.

CASE COMMENTARY

2. A Manual for Project Applicants and Grantees, Title III, Elementary and Secondary Education Act, rev. ed. PACE -- Projects to Advance Creativity in Education. Washington: Government Printing Office, 1967.

C. Ideal Statement

The statistical data portion of the proposal should identify in statistical terms: (1) the target population, (2) the project staff, (3) the cost categories by instructional areas, (4) certain ancillary services, and (5) the context for project endeavors.

D. Critique

Generally, no commentary was required, and the example was sufficient. Names and locations were changed to preserve the anonymity of the applicant. Where comment is necessary, it is indicated immediately with the item by italics or the commentary is appended by reference number. Blank spaces in the form are considered self-explanatory, and information identifying the funded system has been removed.

ILLUSTRATIVE CASE

ILLUSTRATIVE CASE 4

OE 4381 (REV 8-67)

DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
OFFICE OF EDUCATION
WASHINGTON D.C. 20202

BUDGET BUREAU NO. 51-R60
APPROVAL EXPIRES 6/30/66

ESEA TITLE III STATISTICAL DATA

Elementary and Secondary Education Act of 1965 (P.L. 89-10)

THIS SPACE FOR U.S.O.E. USE ONLY →	PROJECT NUMBER	VENDOR CODE	COUNTY CODE	REGION CODE	STATE ALLOTMENT

SECTION A - PROJECT INFORMATION

1. REASON FOR SUBMISSION OF THIS FORM *(Check one)*

A ☒ INITIAL APPLICATION FOR TITLE III GRANT
B ☐ RESUBMISSION
C ☐ APPLICATION FOR CONTINUATION GRANT
D ☐ END OF BUDGET PERIOD REPORT

2. IN ALL CASES EXCEPT INITIAL APPLICATION, GIVE OE ASSIGNED PROJECT NUMBER
NA

3. MAJOR DESCRIPTION OF PROJECT: *(Check one only)*

A ☐ INNOVATIVE
C ☐ ADAPTIVE
B ☒ EXEMPLARY

4. TYPE(S) OF ACTIVITY *(Check one or more)*

A ☐ PLANNING OF PROGRAM
B ☐ PLANNING OF CONSTRUCTION
C ☒ CONDUCTING PILOT ACTIVITIES
D ☒ OPERATION OF PROGRAM
E ☐ CONSTRUCTING
F ☐ REMODELING

5. PROJECT TITLE *(5 Words or Less)* *(Case Commentary Title should be: Organization for Instruction*

Operating an Exemplary Elementary School Program

6. BRIEFLY SUMMARIZE THE PURPOSE OF THE PROPOSED PROJECT AND GIVE THE ITEM NUMBER OF THE AREA OF MAJOR EMPHASIS AS LISTED IN SEC. 303, P.L. 89-10. *(See instructions)*

To implement a project developed through a Title III Planning Grant providing customized education in a model demonstration school. This program will be housed in a new plant, but will serve as a pilot school for all other schools in the city system and to other systems in the area.

ITEM NUMBER 3

7. NAME OF APPLICANT *(Local Education Agency)*
Beulah City Board
of Education

8. ADDRESS *(Number, Street, City, State, Zip Code)*
P. O. Box 123
Beulah, Ty.

9. NAME OF COUNTY

10. CONGRESSIONAL DISTRICT

11. NAME OF PROJECT DIRECTOR
Dr. John Goodloe

12. ADDRESS *(Number, Street, City, State, Zip Code)*
P. O. Box 123
Beulah, Ty.

PHONE NUMBER 872-6741
AREA CODE 205

13. NAME OF PERSON AUTHORIZED TO RECEIVE GRANT *(Please type)*
Joe Johnston

14. ADDRESS *(Number, Street, City, State, Zip Code)*
P. O. Box 123
Beulah, Ty.

PHONE NUMBER 874-7621
AREA CODE 205

15. POSITION OR TITLE
Superintendent, Beulah Public Schools

SIGNATURE OF PERSON AUTHORIZED TO RECEIVE GRANT

DATE SUBMITTED
March 1, 1970

ILLUSTRATIVE CASE

SECTION A – Continued

16. LIST THE NUMBER OF EACH CONGRESSIONAL DISTRICT SERVED
4th

17A. TOTAL NUMBER OF COUNTIES SERVED 1
B. TOTAL NUMBER OF LEA'S SERVED 1
C. TOTAL ESTIMATED POPULATION IN GEOGRAPHIC AREA SERVED 32,000

18. LATEST AVERAGE PER PUPIL ADA EXPENDITURE OF LOCAL EDUCATION AGENCIES SERVED
$ 370.38

SECTION B – TITLE III BUDGET SUMMARY FOR PROJECT (Include amount from item 2c below)

1.		PREVIOUS OE GRANT NUMBER	BEGINNING DATE *(Month, Year)*	ENDING DATE *(Month, Year)*	FUNDS REQUESTED
A.	Initial Application or Resubmission		July 19--	Aug. 19--	$ 229,606.32
B.	Application for First Continuation Grant	NA	Sept. 19--	Aug. 19--	$ 105,490.00
C.	Application for Second Continuation Grant	NA	NA	NA	$ NA
D.	Total Title III Funds				$ 335,096.32
E.	End of Budget Period Report	NA	NA	NA	

2. *Complete the following items only if this project includes construction, acquisition, remodeling, or leasing of facilities for which Title III funds are requested. Leave blank if not appropriate.*

A *Type of function (Check applicable boxes)*
1 ☐ REMODELING OF FACILITIES
2 ☐ LEASING OF FACILITIES
3 ☐ ACQUISITION OF FACILITIES
4 ☐ CONSTRUCTION OF FACILITIES
5 ☐ ACQUISITION OF BUILT-IN EQUIPMENT
NA

B 1. TOTAL SQUARE FEET IN THE PROPOSED FACILITY NA
2. TOTAL SQUARE FEET IN THE FACILITY TO BE USED FOR TITLE III PROGRAMS NA
C AMOUNT OF TITLE III FUNDS REQUESTED FOR FACILITY $ NA

SECTION C – SCHOOL ENROLLMENT, PROJECT PARTICIPATION DATA AND STAFF MEMBERS ENGAGED

1.			PRE-KINDERGARTEN	KINDERGARTEN	GRADES 1 - 6	GRADES 7 - 12	ADULT	OTHER	TOTALS	STAFF MEMBERS ENGAGED IN IN-SERVICE TRAINING FOR PROJECT
A	School Enrollment in Geographic Area Served	(1) Public	0	0	3,913	3,238	0	0	7,140	
		(2) Non-public	0	0	432	249	0	0	681	
B	Persons Served by Project	(1) Public	0	48*	384	0	0	0	432	20
		(2) Non-public	0	0	0	0	0	0	0**	8
		(3) Not Enrolled	0	0	0	0	0	0	0	
C	Additional Persons Needing Service	(1) Public	0	582	3,528	0	0	0	4,110	27
		(2) Non-public	0	0	432	0	0	0	432	10
		(3) Not Enrolled	0	0	0	0	0	0	0	

2.	WHITE	NEGRO	AMERICAN INDIAN	OTHER NON-WHITE	TOTAL
TOTAL NUMBER OF PARTICIPANTS BY RACE *(Applicable to figures given in item 1B above)*	490 ***	42 ***	0	0	432

* Summer only, 2 months.
** While private schools are not directly involved, they will benefit indirectly.
*** Estimated--under Freedom of Choice Attendance.

ILLUSTRATIVE CASE

SECTION C - continued

3. RURAL/URBAN DISTRIBUTION OF PARTICIPANTS SERVED OR TO BE SERVED BY PROJECT

PARTICIPANTS	RURAL		METROPOLITAN AREA		
	FARM	NON-FARM	CENTRAL-CITY	NON-CENTRAL CITY	OTHER URBAN
PERCENT OF TOTAL NUMBER SERVED	0	0	0	0	100%

SECTION D - PERSONNEL FOR ADMINISTRATION AND IMPLEMENTATION OF PROJECT

1. PERSONNEL PAID BY TITLE III FUNDS

TYPE OF PAID PERSONNEL	REGULAR STAFF ASSIGNED TO PROJECT			NEW STAFF HIRED FOR PROJECT		
	FULL-TIME 1	PART-TIME 2	FULL-TIME EQUIVALENT 3	FULL-TIME 4	PART-TIME 5	FULL-TIME EQUIVALENT 6
A. ADMINISTRATION/ SUPERVISION	1	0	1	0	0	0
B. TEACHER:						
(1) PRE-KINDERGARTEN	0	0	0	0	0	0
(2) KINDERGARTEN	0	0	0	2	0	2
(3) GRADES 1-6	2	0	2	2	2	2
(4) GRADES 7-12	0	0	0	0	0	0
(5) OTHER	0	0	0	0	3	1
C. PUPIL PERSONNEL SERVICES	1	0	1	0	0	0
D. OTHER PROFESSIONAL	0	0	0	1	0	1
E. ALL NON-PROFSSIONAL	0	0	0	6	0	6
F. FOR ALL CONSULTANTS PAID BY TITLE III FUNDS →	(1.) TOTAL NUMBER RETAINED 15			(2.) TOTAL CALENDAR DAYS RETAINED 45		

2. PERSONNEL NOT PAID BY TITLE III FUNDS

TYPE OF UNPAID PERSONNEL	REGULAR STAFF ASSIGNED TO PROJECT			NEW STAFF HIRED FOR PROJECT		
	FULL-TIME 1	PART-TIME 2	FULL-TIME EQUIVALENT 3	FULL-TIME 4	PART-TIME 5	FULL-TIME EQUIVALENT 6
A. ADMINISTRATION/ SUPERVISION	0	3	1	1	0	1
B. TEACHER:						
(1) PRE-KINDERGARTEN	0	0	0	0	0	0
(2) KINDERGARTEN	0	0	0	0	0	0
(3) GRADES 1 TO 6	0	0	0	12	0	12
(4) GRADES 7-12	0	0	0	0	0	0
(5) OTHER	0	0	0	0	0	0
C. PUPIL PERSONNEL SERVICES	0	0	0	0	0	0
D. OTHER PROFESSIONAL	0	0	0	0	0	0
E. ALL NON-PROFESSIONAL	0	0	0	9	0	9
F. FOR ALL CONSULTANTS NOT PAID BY TITLE III FUNDS →	(1.) TOTAL NUMBER RETAINED 2			(2.) TOTAL CALENDAR DAYS RETAINED 2		

ILLUSTRATIVE CASE

SECTION E - NUMBER OF PERSONS SERVED OR TO BE SERVED AND ESTIMATED COST DISTRIBUTION

		MAJOR PROGRAM OR SERVICES	TOTAL NUMBER SERVED OR TO BE SERVED						NONPUBLIC SCHOOL PUPILS INCLUDED (7)	ESTIMATED COST (8)
			PRE-K (1)	K (2)	1-6 (3)	7-12 (4)	ADULT (5)	OTHER (6)		
1.		EVALUATIVE PROGRAMS	NA	NA	NA	NA	NA	NA	NA	NA
	A	Deficiency Survey (Area Needs)								
	B	Curriculum Requirements Study (Including Planning for Future Need)	NA	NA	NA	NA	NA	NA	NA	NA
	C	Resource Availability and Utilization Studies	NA	NA	NA	NA	NA	NA	NA	NA
2		INSTRUCTION AND/OR ENRICHMENT	0	48	384	0	0	0	0	$4,600.00
	A	Arts (Music, Theater, Graphics, Etc.)								
	B	Foreign Languages	0	0	192	0	0	0	0	4,600.00
	C	Language Arts (English Improvement)	0	48	384	0	0	0	0	25,000.00
	D	Remedial Reading	0	0	60	0	0	0	0	8,000.00
	E	Mathematics	0	48	384	0	0	0	0	25,000.00
	F	Science	0	48	384	0	0	0	0	25,000.00
	G	Social Studies/Humanities	0	48	384	0	0	0	0	25,000.00
	H	Physical Fitness/Recreation	0	48	384	0	0	0	0	15,000.00
	I	Vocational/Industrial Arts	0	0	0	0	0	0	0	0
	J	Special-Physically Handicapped	0	0	0	0	0	0	0	0
	K	Special-Mentally Retarded	0	0	0	0	0	0	0	0
	L	Special-Disturbed (Incl. Delinquent)	0	0	0	0	0	0	0	0
	M	Special-Dropout	0	0	0	0	0	0	0	0
	N	Special-Minority Groups	0	0	0	0	0	0	0	0
3.		INSTRUCTION ADDENDA	0	48	384	0	0	0	0	28,000.00
	A	Educational TV/Radio								
	B	Audio-Visual Aids	0	48	384	0	0	0	0	27,650.00
	C	Demonstration/Learning Centers	0	48	384	0	0	0	0	5,000.00
	D	Library Facilities	0	48	384	0	0	0	0	14,500.00
	E	Material and/or Service Centers	0	48	384	0	0	0	0	10,856.32
	F	Data Processing	0	48	384	0	0	0	0	2,400.00
4.		PERSONAL SERVICES								
	A	Medical/Dental	0	0	0	0	0	0	0	0
	B	Social/Psychological	0	0	384	0	0	0	0	9,000.00
5.		OTHER	0	0	0	0	0	0	0	0

NARRATIVE

8/9

CASE COMMENTARY

I. Abstract

A. Title III Guidelines

The abstract meets minimal requirements established by Alabama, Florida, Georgia, Mississippi, and South Carolina. It is a one-page description of program objectives and procedures.

B. Suggested Reference

Krathwohl, David R., How to Prepare a Research Proposal. Syracuse University, 1966. (Mimeographed.) (Copies are available for $1.00 from Syracuse University Bookstore, 303 University Place, Syracuse, New York, 13210.)

C. Ideal Statement

An abstract should be a concise statement of the needs attacked by the program and specification of program. It should include:

1. clientele
2. location
3. duration
4. objectives
5. procedures

D. Critique

This abstract meets minimal requirements established by most state guidelines. It is a one-page description of Program Objectives (IV) and Procedures (V).

ILLUSTRATIVE CASE

I. Abstract

This proposal for operating an Exemplary Elementary School Program is the implementation of a program developed and planned under a planning grant from P.L. 89-10, Title III (Project No. --).

A. The objectives of this proposed program are to implement a pilot program which provides a customized quality education for individuals to narrow the gap between research and educational practice and to initiate area interest in the improvement of education.

B. One of the main processes for organizing the instructional procedures to achieve the objectives of this proposal is planning, implementing, and evaluating. This process involves those affected by the program in its development and implementation. Likewise, this process provides the structure for determining and nurturing the individual's social, emotional, physical, and intellectual growth and development. The learning activities appropriate for each child, experienced individually and/or in groups, will be chosen on the basis of his position on the continuum in each area in order to meet his needs and enhance his growth and development. Each child will be able to begin where he is and advance in this plan of continuous progress.

An additional process providing the structure for procedures is the innovative process through which teachers in the school, the system, and the area investigate innovative practices, try those which they deem feasible, evaluate each, and adopt, adapt, or eliminate each practice.

CASE COMMENTARY

ILLUSTRATIVE CASE

The proposed program for customized education can be easily adapted to any school. With the extensive provisions for professional growth through cooperative planning, seminars, workshops with consultants, and studying current literature, educators should be prepared to accept their new role. The changes they initiate in their schools should provide quality education for all children in the area.

CASE COMMENTARY

II. Community

A. Title III Guidelines

State guidelines minimally require an estimation of the population in the area to be served, the ratio of that area's population to that of the state, and a state map showing the location of the area to be served. Each state also requires a list of local education agencies and counties to be served.

B. Suggested Reference

A Manual for Project Applicants and Grantees, Title III, Elementary and Secondary Education Act, rev. ed. PACE -- Projects to Advance Creativity in Education, Washington: Government Printing Office, 1967.

C. Ideal Statement

Beyond minimal requirements, this section should include a brief description of the community, including (a) school population trends and distribution, and (b) a socioeconomic profile of the area served by the project. In short, this section should provide a description of the context within which the project will operate.

D. Critique

This Illustrative Case meets the minimum requirements of state guidelines; however, the map has been omitted to preserve the anonymity of the school system of the Illustrative Case. Other pertinent information

ILLUSTRATIVE CASE

II. Community

A. This is a community of 32,000 inhabitants of which 48 percent are white and 52 percent are non-white, strategically located in the heart of a rural Southern state. It serves as the educational, economic, and cultural center of an area composed of nine counties with a total population of 210,000 as estimated by the United States Census Bureau in 1965. This geographical area comprises 6.1 percent of the state population, and it is composed of 44 percent white and 56 percent nonwhite inhabitants. The attendance areas of the city school systems are coterminous with the corporate limits of the city. The "Freedom of Choice Plan" of school attendance is currently in operation, whereby each student may attend the school of his choice regardless of his place of residence.

B. A map of the state which indicates the individual county boundaries and the location of the city in the county is attached. During the actual period encompassed by this proposed operational grant the applicant agency only (city school board) will participate in this project. Ultimately, as a direct result of this project, all local educational agencies in this rural Southern state should benefit greatly.

CASE COMMENTARY

that could have been incorporated to strengthen the proposal includes:

1. Population trends
2. Major industries and/or businesses
3. Geographic distribution
    a. school population
    b. per capita income
    c. city school system
    d. value of residential housing
    e. major industries and businesses
    f. a listing of cultural and recreational facilities

ILLUSTRATIVE CASE

CASE COMMENTARY

III. Statement of Need

A. Title III Guidelines

State guidelines for Alabama and Mississippi are identical in that they require a brief statement of needs, an explanation of need priority, and evidence that the community is aware of the needs.

Florida and Georgia require a description of the educational facilities and resources, a listing of needs of people in the area, and an explanation of how the priority was determined. A description of the financial inadequacy of the area to be served as compared to other areas in the state is also required. South Carolina's requirements are basically like those of Florida and Georgia but differ in sequence and wording.

B. Suggested References

1. A Manual for Project Applicants and Grantees, Title III, Elementary and Secondary Education Act, rev. ed. PACE -- Projects to Advance Creativity in Education, Washington: Government Printing Office, 1967.

2. Southeastern Education Laboratory. Comprehensive Educational Planning Guide. No. 1 of SEL Pathways to Better Schools Series, Atlanta: The Laboratory, 1970.

3. "How Much are Students Learning?" A Report Prepared by the Committee on Assessing the Progress of Education. Ann Arbor, 1968.

ILLUSTRATIVE CASE

III. Statement of Need

A. A grant provided the resources to plan an educational program to meet the existing educational needs in this area. This proposal is for funds to implement the program already planned.

B. The planning grant was received on the basis of general needs of local students and teachers. One area of needs concerns the traditional aspects of school organization, curriculum content, instructional techniques, and physical plants in the school district and surrounding counties. There is a need for investigation and evaluation of current research to decide upon the adoption, adaptation, or elimination of certain practices.

Educators need opportunities in professional growth as their role becomes that of facilitator in the learning process. The teachers in this area, generally speaking, use traditional teaching methods. There are no in-service training programs to help teachers prepare for their new role.

High priority in the planning of a new program was given to the development by competent personnel of an exemplary elementary school program to provide a customized quality education.

Students must have a customized quality education which will more adequately meet individual needs. In the applicant agency's district, 60 percent of the students in 1966 were achieving one or more years below the national norms on the Stanford and California Achievement Tests.

By investigating current research and literature, looking at

CASE COMMENTARY

4. "Prospective Changes in Society by 1980," No. 1 of *Designing Education for the Future Series*, eds. Edgar L. Morphet and Charles O. Ryan. An Eight State Project. New York: Citation Press, 1969.

5. *Evaluating the Elementary School, A Guide for Cooperative Study*, 1964 ed. Atlanta: Southern Association of Colleges and Schools, Commission on Elementary Schools, 1969.

6. *Evaluative Criteria*, 4th ed. National Study of Secondary School Evaluation. Washington: Government Printing Office, 1969.

7. *Educational Needs--Assessment Program*, Project No. 69-102, Chicago: ITT Research Institute, 1968.

C. Ideal Statement

A statement of needs provides the basis for all strategies, procedures, and outcomes and should include:

1. Documentation of a needs assessment program
2. An array of needs and resources
3. A comparison of needs and resources
4. Assignment of priorities to needs

D. Critique

In the case of this proposal, a planning grant was awarded to the proposer; however, the statement of need quoted here does not refer in any detail to the conduction of a needs assessment program.

ILLUSTRATIVE CASE

innovative schools, and conferring with consultants, the planning staff developed a program which is designed to provide this quality education. In this operational proposal, high priority is assigned to the implementation of such a program at the North Elementary School. Such a program will benefit both teachers and students in and around the area.

C. Related to the area of inadequate local financial support for education is the need for innovative educational programs or planned experimentation. The section of the state to be served by this proposal, as compared with more industrialized parts of the state, does not have the inherent taxable wealth or the tax structure to provide funds for such programs.

CASE COMMENTARY

The array of needs and resources is unclear. The formulation of needs to resources (IIIA or III-1 in state guidelines), could be more clearly stated in precise terms. The educational, cultural and geographic resources of the target area can be simply recapitulated by:

1. Assignment of priority
2. Financial inadequacy

The final paragraph is an inadequate summary of needs. A suggested revision follows:

> In summary, area human and tax resources are unable to produce the revenue required to educate the children adequately. The people do not possess the education and training required to command better wages. The property base is neither as extensive nor is it assessed at a rate as high as is required to produce sufficient local revenue for school purposes. Without the assistance provided by federal funds, the area could not sustain its current educational program, much less inaugurate an innovative educational program.

ILLUSTRATIVE CASE

CASE COMMENTARY

IV. Objectives

A. Title III Guidelines

Alabama and Mississippi guidelines require that each objective be listed, described in detail, and include the changes anticipated from program activities. Florida and Georgia differ only in that they require that the objectives be related to the needs previously listed. South Carolina requires that the objectives be listed in measurable terms and be related to the needs previously listed.

B. Suggested References

1. Mager, Robert F. Preparing Instructional Objectives. Palo Alto, Calif.: Fearon Publishers, Inc., 1962. (Publication may be obtained for $1.75 from Fearon Publishers, 2165 Park Boulevard, Palo Alto, California.)

2. McAshan, H. H. Writing Behavioral Objectives. Gainesville: Florida Educational Research and Development Council, 1969. (Publication may be obtained for $1.00 per copy from J. B. White, Executive Secretary of FERDC, College of Education, Gainesville, Florida.)

3. Popham, W. James. "Selecting Appropriate Educational Objectives." Los Angeles: Vimcet Associates, 1967. (This set of filmstrips may be obtained from Vimcet Associates, P. O. Box 24714, Los Angeles, California).

ILLUSTRATIVE CASE

IV. Objectives

A. Given an operational grant, the proposed school will implement a pilot program which provides a customized quality education for each student.

The desired outcome can be defined as follows:

1. The learner will develop a positive self-concept to the degree that he is able to:
    - a. accept himself
    - b. be responsible
    - c. be self-directed
    - d. accept degrees of success
    - e. respect the worth and dignity of others
    - f. interact with others effectively

2. The learner will behave intelligently to the degree that he is able to develop:
    - a. his physical potential
    - b. skills in communication
    - c. skills in problem solving
    - d. creative-thinking abilities

3. The learner will have commitments in life to the degree that he is able to:
    - a. adapt to a perpetually changing society
    - b. develop an awareness of vocations
    - c. respond to aesthetics
    - d. make his unique contribution to society
    - e. develop an attitude of inquiry

CASE COMMENTARY

4. ______, Elliot W. Wisner, Howard J. Sullivan, and Louise L. Tyler. Instructional Objectives. No. 3 in AERA Monograph Series on Curriculum Evaluation. Chicago: Rand McNally and Company, 1969.

5. Bloom, B. S., and others, A Taxonomy of Educational Objectives: Handbook I, Cognitive Domain and Handbook II, Affective Domain. New York: David McKay Co., Inc., 1966.

6. Assistance in writing behavioral objectives may be obtained from:

    a. Southeastern Education Laboratory, Atlanta, Georgia
    b. Project Ideals, Gainesville, Florida
    c. EPIC Evaluation Center Tucson, Arizona

C. Ideal Statement

Statements of objectives should include elements which reflect present needs, state the desired change and, to some extent, document the manner in which the objectives will be measured. The statement of objectives should include:

1. the doer
2. the overt behavior desired
3. given conditions under which behavior occurs
4. performance under the conditions given

D. Critique

Under "A" in the Illustrative Case, the given objective is a procedural strategy rather

ILLUSTRATIVE CASE

B. Given an operational grant, the proposed school will serve as an agent and model in narrowing the gap between research and educational practice.

The local school is the most appropriate setting for narrowing the gap between research and educational practices. At this level of organization, evaluation and immediate changes can be accomplished efficiently. The most desirable and effective means of narrowing this gap is through the innovative process.

C. Given an operational grant, the school will serve as an agent to initiate area interest in the improvement of education.

The lack of sufficient state and local funds has made it impossible for this school system to provide quality education. This situation emphasizes the need for federal funds. In the past, federal funds have been used for materials and equipment; however, a lack of planning has led to an ineffective use of these funds.

Planning functions have been instituted under the planning grant and these functions will continue under the operational grant in order that the most effective use of these funds will be insured.

Opportunity will be afforded for area school personnel to view this exemplary program of customized quality education and the properly planned use of materials and equipment. In this way, educators can adapt any portion of the program to their own situation at little or no additional expense.

Furthermore, local support for initiating and planning

CASE COMMENTARY

than an actual objective in that there is neither a statement of measure nor minimal standard of performance. Whether the doer is the school or the program is not clarified.

The doer in the statements of outcomes (A 1-3) is clearly the learner. The learner, however, is not specified in the statistical data presented in Part One of the project.

The statements cited generally relate to the affective area of learning and are not easily measured. As noted in the sources given above, there are three kinds of object statements which can be made according to the domains of knowledge:

1. affective
2. cognitive
3. psycho-motor

"B" does not specify the minimal criteria of performance or measurement.

As with "A" in the Illustrative Case, "C" sets forth neither a statement of measure nor minimal standards of performance.

However, Objective "C" is a good example of the expected outcome of a Title III project in that it states that this system will be a demonstration center which will become an agent for change throughout the surrounding area.

ILLUSTRATIVE CASE

the type of education proposed is inadequate. For this reason, provisions for quality education for individuals have been limited. Through this proposed program at the North Elementary School citizens will be able to view improved educational practices.

It is then probable that local tax support will be increased. This increase would maximize the possibilities for adaptations of the North Elementary School program in other schools.

CASE COMMENTARY

V. Procedures

A. Title III Guidelines

Alabama, Florida, Georgia, Mississippi, and South Carolina require that the procedures be stated sequentially. Alabama and Mississippi require in addition that the reason for selecting the procedures be stated and that both the content and methods of instruction be described as related to achievement of objectives. Alabama and Mississippi specify continuing assessment of programs and use of the resultant information in determining project direction. South Carolina requires and Alabama desires (when possible) that a schedule be submitted of dates and major events in the project.

B. Suggested References

1. A Manual for Project Applicants and Grantees, Title III, Elementary and Secondary Education Act, rev. ed. PACE -- Projects to Advance Creativity in Education. Washington: Government Printing Office, 1967.
2. Alexander, William M. A Working Paper on Organization for Instruction, Chapter IV. Prepared for Project Ideals through Florida Educational Research and Development Council, March 1967.
3. Goodlad, John. Planning and Organizing for Teaching, Washington: National Education Association, Project on Instruction, 1963.

ILLUSTRATIVE CASE

V. Procedures

Given an operational grant, the North Elementary School will implement a pilot program which provides a customized quality education for each student.

The following procedures will be used in achieving the objectives of this proposal:

As the initial procedure, the new faculty, which includes the Planning Staff, will be involved in the continuous process of planning, implementing, and evaluating through an intensive study during the summer before the curriculum is implemented.

A most important consideration in the faculty's study will be the curriculum.

The faculty must pursue a study of the needs of children in terms of their social, emotional, physical, and intellectual growth and development. They will continue the comprehensive study begun by the planning staff of the backgrounds and characteristics of the children served by the school.

The organizational pattern for the school will be one that enhances quality education for individuals. In terms of vertical organization, it must be a pattern that facilitates continuous progress.

The behavioral objectives for each child in relation to the content (skills, concepts, processes) will be determined as a result of the diagnosis, indicating the child's position in all areas on the growth and development continuum.

CASE COMMENTARY

4. "Planning and Effecting Needed Changes in Education," No. 3 of *Designing Education for the Future Series*, eds. Edgar L. Morphet and Charles O. Ryan. An Eight State Project. New York: Citation Press, 1969.

5. Cook, Desmond L. *Program Evaluation and Review Technique*, *Applications to Education*. Cooperative Research Monograph No. 17. A publication of the Bureau of Research. Washington: Government Printing Office, 1966.

C. Ideal Statement

The Procedures section should contain the sequence of activities and practices in which specified content, method, and techniques are expected to achieve the objectives previously stated. Alternative procedures should be reviewed and noted and the sequences should be expressed in both written form and as a chart which depicts the paths of action.

D. Critique

There is a significant difference between what a project proposes to do (outcomes) and the procedures (strategies and activities) which are intended to accomplish the outcomes. There are two kinds of outcomes in a proposal: terminal and procedural. Terminal outcomes express the final intentions of the program and are best phrased as behavioral objectives (see Objectives, p. 16). Procedural outcomes concern the indicated strategies and activities which are to be

ILLUSTRATIVE CASE

To achieve certain objectives to meet each child's needs, the teacher will at times prescribe specific activities; at other times and especially as children progress, he will present many alternative activities from which the child may choose.

As students complete their activities, evaluation takes place. This evaluation will be in terms of the objectives, which have been written in behavioral terms with specific outcomes.

As teachers work with students, they will begin evaluation to diagnose their needs in terms of the student's social, emotional, physical, and intellectual growth and development. The child's position on the growth and development continuum will be established not by his age, but by his characteristics as an individual.

Uniqueness of each student requires a customized program which actively involves him in seeking a goal. When he knows what the goal is, and when the goal has meaning for him, the child is committed to its attainment. Herbert A. Thelen explains it this way:

> "... the student captains himself; he seeks information, he listens to relevant opinions of the teacher and of other students, he knows when he is making progress; he thinks about what he is doing."

In a customized program the student knows his status at all times. Some students will require individual planning every day and others will need it once each week; however, the success of the

CASE COMMENTARY

employed to accomplish terminal outcomes. Procedural outcomes need not be phrased as behavioral objectives, although they may represent behavioral changes and may be measured by qualitative as well as quantitative means.

In this proposal, the procedures are not sequenced and matched to the objectives or needs. As noted previously (under the "Objectives" critique), the probable cause is that the objectives pertain to a learning strategy rather than learner-oriented needs. Hence, the objectives are more nearly procedural outcomes.

This critique of the procedures is based on the sequencing of procedures with objectives, which we have considered procedural, rather than behavioral.

The procedures in the Illustrative Case are not consistent with the objectives (Part IV, p.16). However, the planning, implementing, and evaluating process and recycling process enumerated here would be important in developing procedures for any stated objectives.

These statements do represent excellent plans for curriculum development with regard to the needs of children. However, they are again inconsistent with the stated objectives. In essence, these statements are procedures which indicate a continuation of planning rather than implementation.

All materials quoted in the narrative text should be properly documented with footnotes. The quotation from Thelen is not properly documented.

ILLUSTRATIVE CASE

continuous progress program rests on this planning being done when it is needed. Teachers will use the afternoons for consultation with co-workers concerning individual students and the total program. Also, the teachers will utilize the afternoons for conferences with students and parents. However, the activities of the specified afternoons will all be associated with the immediate needs of students in their customized programs. This will insure each student a program in which his maximum or ceiling is determined by his own ingenuity, perserverance, and capacity, and not by a teacher or textbook.

After studying the child, the teacher will work with him in evaluating his emotional, physical, intellectual, and social growth. Together the teachers and child will discover opportunities that will lead the child to develop a positive self-concept, intelligent behavior, and a commitment in life.

CASE COMMENTARY

VI. Emphasis

A. Title III Guidelines

Alabama and Mississippi do not require a section on "Emphasis." Mississippi guidelines state in Chapter I that "priority (is given) to innovative and exemplary ... programs." Alabama's *Project Prospectus* and *Statistical Report*, (Section A) provide for applicants to indicate whether the project is innovative, exemplary, or adaptive. Georgia and Florida guidelines are identical in their requirements for a description in the Narrative section of *how* the project is innovative, exemplary, or adaptive. In the initial application, both states make room for project emphasis to be indicated. Georgia makes no such provision in its prospectus. South Carolina does not mention an Emphasis section in the Narrative but does require an indication in the statistical section.

B. Suggested References

1. Applicable State Guidelines, obtainable from the State Department of Education.
2. *A Manual for Project Applicants and Grantees, Title III, Elementary and Secondary Education Act*, rev. ed. PACE -- Projects to Advance Creativity in Education. Washington: Government Printing Office, 1967.
3. *Catalog of Educational Changes in Ohio Public Schools*. Columbus, Ohio: College of Education, The Ohio State University, 1966.

ILLUSTRATIVE CASE

VI. Emphasis

In *Perspective on Educational Change*, William Alexander states that in curriculum change, along with the need for more comprehensive theory, the need exists for more models in practice. He calls these models demonstration centers, established to try out and demonstrate new and modified curriculum designs. It is recognized that exemplary elementary school programs are in existence in various localities throughout the country; however, there are no exemplary programs in this area. In addition, it is likely that the exemplary programs in other parts of the country might not be structured to meet the educational needs of students in this area. Therefore, the proposed program is exemplary in that it will demonstrate ways quality education can be provided for each child in the area.

Bob Keuscher, in *Individualization for Instruction: A Search*, gives a number of reasons why instruction MUST be individualized:

A. Philosophically it is consistent with the principles upon which our form of government, which spawned our educational system, is based.

B. The very nature of our democratic system and the way it functions demand knowledgeable, thinking participants.

C. Assembly-line methods result in mass-produced, standardized citizens at the expense of individuality.

D. As society grows increasingly complex, there is a

CASE COMMENTARY

4. Stufflebeam, Daniel L. *A Methodology for a Survey Study of Educational Change*. Columbus, Ohio: Evaluation Center, School of Education, The Ohio State University, 1967.

C. Ideal Statement

The ideal case for emphasis should reflect the justifying aspects of the proposal for purpose, needs objectives, and procedures from one or more points of view and the justification of their use.

D. Critique

The Illustrative Case justifies its emphasis on "customized instruction" basically by supporting statements on individualized instruction. These statements indicate that "customized" was used merely to give the tone of newness to the proposal, although "individualized" would have been just as definitive. The justification made for emphasis on the stration aspects of the reading portion of the program is not supported on the basis of proximity of a demonstration clinic for the surrounding area, or by the singular statement by William Alexander. The emphasis on demonstration should have been supported by the methods of demonstration planned. These methods might be elaborated on in the Dissemination section. The operation of a teacher internship and workshops are suggested means of demonstration and emphasis.

As was pointed out in Section V, quotations should be documented in footnotes. Three appear here without documentation.

ILLUSTRATIVE CASE

greater demand for a diversity of talents and skills.

E. The most efficient way to educate is to focus on the product rather than just the process.

In providing customized quality education the uniqueness of individuals as a resource is recognized and nurtured. Madeline Hunter emphasizes this in the following statement:

> "When we consider individualization of instruction, we find we have a powerful tool to achieve any end in education, for this 'means' is based on valid application of current research to facilitate learning."

Moreover, the proposed developmental program is innovative in that its fulfillment will make available to administrators, teachers, and other interested persons within this part of the state an exemplary elementary program. In this model school these persons will be able to see promising practices of customized instruction for individuals in action--practices which may easily be adapted to their schools. Hopefully, through this process, quality education for all individuals can be provided.

CASE COMMENTARY

VII. Planning

A. Title III Guidelines

Alabama and Mississippi require a description of (1) the past or future planning; (2) participation of other agencies, public and private, and of school personnel; and (3) the resources needed to implement the program including personnel, time, equipment, facilities and money. Georgia and Florida require essentially the same information but specify descriptions of (1) state agency help in planning, (2) any planning grants, (3) how federal support will be phased out, and (4) how project funding supplements rather than supplants local financial support. South Carolina asks simply for a description of the planning that took place in designing the project and the people and agencies involved. All five states require letters of commitment from agencies involved.

B. Suggested References

1. Applicable State Title III guidelines.

2. A Manual for Project Applicants and Grantees, Title III, Elementary and Secondary Education Act, rev. ed. PACE -- Projects to Advance Creativity in Education. Washington: Government Printing Office, 1967.

3. "Planning and Effecting Needed Changes in Education," No. 3 of Designing Education for the Future Series, eds. Edgar L. Morphet and Charles O. Ryan. An Eight State Project. New York: Citation Press, 1969.

ILLUSTRATIVE CASE

VII. Planning

A. Under the planning grant, the Planning Staff was employed and has initiated the following activities:

1. Participation by educational and cultural agencies includes:

a. meetings with representatives from the following agencies:

1) City School Board
2) Education Committee of the City and County Chamber of Commerce
3) City and County government
4) Civic organizations
5) Mass communication media
6) State trade school
7) Air Force Base
8) Air Force Base Elementary School
9) Parent-Teacher groups
10) Private schools
11) Children's Home
12) Young Men's Christian Association
13) Local businesses and industries.

b. Use of the resources of the local public library.

c. Utilizing professors from a nearby university's school of education as consultants and advisors.

d. Discussions and observations by local school personnel from another city school system. This system is operating Project AIM under Title III.

CASE COMMENTARY

C. Ideal Statement

Planning identifies needs, establishes objectives, and projects the resources, relationships, and evaluation required to operate the project.

D. Critique

This section is a good example of reporting the planning efforts and follows the PACE Manual in every respect.

The broad range of planning activities, particularly with teachers, indicates that every effort was made to capitalize on the total resources of the school and community. The planning activities are critical in developing a successful project.

ILLUSTRATIVE CASE

2. Participation by teachers and other school personnel includes:

a. Orientation meeting for principals in the system concerning the nature of the grant.

b. Orientation program concerning the planning grant at the West Area Superintendents' meeting.

c. Sharing, through written and oral communiques, of professional literature, current research, and observations of innovative programs.

d. Sharing of tapes and films of innovative programs.

e. Seminars for administrators concerning agents for educational change.

f. Discussions and interactions with planning staffs within and among faculties on their ideas for providing quality education.

g. Saturday seminars for two representatives of each system school with compensation. These seminars will be open to all others interested in attending.

h. An advisory committee to the Planning Staff, composed of teachers and principals in the system.

i. Seminars and workshops with consultants.

B. On September 1, 1967, the Planning Staff began their work by collecting and reading current

CASE COMMENTARY

ILLUSTRATIVE CASE

professional literature.

1. The staff developed a philosophy and general objectives on the basis of sound educational knowledge and beliefs.

2. The staff began developing a professional library, which was expanded throughout the year.

3. The staff utilized the services of consultants in examining and evaluating the direction of the program.

4. The Planning Staff corresponded with outstanding educators in the United States in an attempt to identify schools with innovative practices. From the schools identified, the staff visited those which they felt would be most profitable.

5. Among the schools visited, those which appear to the Planning Staff as most successful in meeting the needs of individuals are:

Glenallen Elementary School, Montgomery County, Md.
Forest Grove Elementary School, Montgomery County, Md.
Bushey Drive Elementary School, Montgomery County, Md.
Oakleaf Elementary School, Pittsburgh, Pa.
Hamilton Elementary School, Newton, Mass.
Horace Mann Elementary School, Newton, Mass.
Adams Elementary School, Quincy, Mass.
University Elementary School, Los Angeles, Calif.
Andres Arevalos School, Huntington Beach, Calif.

CASE COMMENTARY

ILLUSTRATIVE CASE

6. During the visitations, the staff capitalized on opportunities for discussion with:

a. Dr. Marie Decarlo, an area director, and six principals in Montgomery County, Maryland

b. Representatives from the Montgomery Anniston Center for the Study of Instruction (MACSI) group

c. Curriculum specialist in Pittsburgh, Pennsylvania

d. Principals of the schools visited in the metropolitan area of Boston, Massachusetts

e. Dr. Robert Anderson, Professor of Education, Harvard University

f. Subject specialists at educational development centers

g. Principals of schools in the Los Angeles, California, area

h. Mr. Bob Keuscher, Assistant Director, and the Research and Development Staff of the Institute for the Development of Educational Activities

7. Information discussions led by the Planning Staff will be given to potential patrons of the North Elementary School.

8. The Planning Staff will conduct in-depth studies with faculties who have previously worked with children who have chosen to attend the North Elementary School.

9. The Planning Staff will participate in hiring the

CASE COMMENTARY

ILLUSTRATIVE CASE

faculty for the North Elementary School.

10. The writing of this proposal as well as the organization of the participation procedures in Section VII A are the work of the Planning Staff.

C. The State Director of Title III of P.L. 89-10 has been involved in the planning of this program since its inception. He has provided continual consultant services regarding the planning of this proposal permitted under P.L. 89-10, Title III.

D. The city board of education received funds (for a Planning Grant) in the amount of $90,016.85 under P.L. 89-10, Title III.

E. As previously stated, the funds from this proposal will be used to:

1. Provide a customized quality education for each child in North Elementary School.

2. Narrow the gap between research and educational practice.

3. Initiate area interest in improved education.

F. This program of customized quality education cannot operate without the approval of this proposal because of the lack of adequate local support for education. Funds are needed for the initial expenses to implement this model exemplary program, beyond that which the applicant agency can provide. Hopefully, the successful operation of the North Elementary School will result in increased local tax support for the continual implementation of

CASE COMMENTARY

ILLUSTRATIVE CASE

quality education.

G. The only activity related to the proposed program has been the Planning Grant under P.L. 89-10, Title III, the past year. No local support was given in connection with this planning grant. Funds to implement this model program beyond this system's normal per pupil expenditure must be provided under this proposal.

CASE COMMENTARY

VIII. Participation of Nonpublic School Children

A. Title III Guidelines

Neither Alabama nor Mississippi includes a section on private schools in the narrative portion of the proposal. Both, however, require in the Planning section, that the applicant show how the project will benefit children and teachers in private nonprofit schools, and that plans for private school participation be documented. Florida, Georgia, and South Carolina devote a section to private nonprofit schools. Florida and Georgia require that any arrangements relative to the loan of project equipment be documented as to basis and terms for such loans. Only South Carolina requires that planning participation by nonpublic school personnel be described.

B. Suggested References

1. Applicable State Title III Guidelines.
2. A Manual for Project Applicants and Grantees, Title III, Elementary and Secondary Education Act, rev. ed. PACE -- Projects to Advance Creativity in Education. Washington: Government Printing Office, 1967.

C. Ideal Statement

When required, the section on participation of nonpublic school children is expected to delineate any involvement of nonpublic school personnel and students in the project.

ILLUSTRATIVE CASE

VIII. Participation of Nonpublic School Children

A. Children in private schools in the geographical area will benefit through the participation of their teachers in activities sponsored by the operational grant. These teachers will participate in the following activities planned for school personnel:

1. Visitations to observe practices in the North Elementary School
2. Evaluation of innovative practices in the North Elementary School
3. Seminars for administrators
4. Seminars for teachers
5. Workshops in subject matter areas
6. Sharing information obtained from reading professional literature and current research, as well as from observing innovative school programs in other areas through oral and written communiques.

B. This project does not involve the lending of educational equipment.

CASE COMMENTARY

ILLUSTRATIVE CASE

D. Critique

This proposal limits the participation to teachers in the nonpublic schools and does not actually involve the pupils. Where appropriate, it is desirable that children participate directly in such programs.

CASE COMMENTARY

IX. Evaluation

A. Title III Guidelines

Alabama, Florida, Georgia, and Mississippi require a description of the methods, techniques, and procedures to be used in assessing the degree to which objectives of the program are met. They also require an estimate of the costs of evaluation and a description of the instruments to be used in the evaluation. Mississippi requires an explanation of "how the evaluation procedure is built into the proposed project activities." South Carolina specifies process evaluation and requires assessment on a continuing basis as well as product evaluation. In South Carolina, a description is required of the means "used in obtaining qualitative and quantitative measures of the extent to which objectives are achieved." That state also requires a description of measuring instruments and an estimate of cost.

B. Suggested References

1. Cook, Desmond L., Program Evaluation and Review Technique, Cooperative Research Monograph No. 17. Washington: Government Printing Office, 1966.
2. Sullivan, Howard J., "Objectives, Evaluation and Improved Learner Achievement," Instructional Objectives, No. 3, AERA Monograph Series on Curriculum Evaluation. Chicago: Rand McNally & Co., 1969, pp. 65-99.
3. Applicable State Title III Guidelines

ILLUSTRATIVE CASE

IX. Evaluation

In determining the degree to which objectives of the proposed program are achieved, a variety of techniques may be used. In Perspectives on Educational Change, Egon Guba says:

> A most important tactic in planning field studies is to lean more heavily upon logical inference than upon statistical inference. It has been common in previous field studies to set only the most simple-minded hypotheses for testing but to depend upon an elaborate statistical approach in reaching conclusions. We have now repeatedly made the point that field studies cannot meet the assumptions of classical systems and design, nor indeed, do we want them to. To rely heavily upon the statistical treatment thus, seems to be the height of folly.

A. In terms of the proposed program, the devised evaluative techniques are congruent with Guba's statement. Evaluation is imbedded in the operation of this program. The generating process for customized quality education is planning, implementing, and evaluating (PIE). Some students require individual planning and evaluation each day, while others need them once each week; however, the success of the continuous progress program rests on the planning and evaluation being done when they are needed. This is to say that evaluation is built-in to allow the curriculum to be one of continuous progress for each individual. The child's position on the growth and development continuum in all areas will be established not by his age but by his characteristics as an individual. After studying the child, the teacher will work with

CASE COMMENTARY

4. *A Manual for Project Applicants and Grantees, Title III, Elementary and Secondary Education Act*, rev. ed. PACE--Projects to Advance Creativty in Education. Washington: Government Printing Office, 1967.

5. *Structure and Scheme for the Evaluation of Innovative Programs*, Issue 2. Tucson, Arizona: EPIC Evaluation Center.

6. Stufflebeam, Daniel L., Robert L. Hammond, and Egon Guba. *Planning and Implementing Title III Evaluation*. Statement prepared for the Division of State Agency Cooperation. Washington: U.S. Office of Education, April 22, 1968 (Manuscript).

7. "Toward a Science of Educational Evaluation," *Educational Technology*, VIII, No. 14 (July 30, 1968), pp. 5-12.

8. "The Use and Abuse of Evaluation in Title III." *Theory into Practice*, VI, No. 3 (June 1967).

9. Stake, Robert E., "Opinion of Evaluation of Title III, written for the Committee of Special Consultants." Urbana, Ill.: Urbana Center for Instructional Research & Curriculum Evaluation (CIRCE), Univ. of Illinois.

10. AERA Monograph Series on Curriculum Evaluation, #1 and #2. Chicago: Rand McNally, 1967.

11. "The Countenance of Educational Evaluation," *Teachers College Record*, LXVIII, No. 7 (April 1967).

ILLUSTRATIVE CASE

him in evaluating his emotional, physical, intellectual, and social growth; together the teachers and the child will provide opportunities for him to develop a positive self-concept, intelligent behavior and a commitment in life to the degree that he is able.

Techniques of evaluation are described below:

1. Compare the individual's score on tests at the beginning and at the end of the year to study his achievement. Achievement tests which have high reliability are Stanford Achievement, Metropolitan Achievement, and California Achievement.

2. Foster immediate identification of difficulties by child and teacher through teacher-devised tests based on behavioral objectives.

3. Keep observation and anecdotal records of pupil behavior by the teacher.

4. Communicate with parents.

5. Require self-evaluation by students.

6. Compare, in time lapse, students' results on physical fitness test.

7. Utilize videotapes to record, for teacher analysis, pupil behavior and peer relationships.

8. Compare students' perceptions in May.

9. Encourage interaction between students and pupil personnel staff member.

10. Evaluate practices being tried and maintain files of prac-

CASE COMMENTARY

C. Ideal Statement

Evaluation consists essentially of assessing the degree to which the target population acquires the behavior and capabilities specified in the objectives. Changes in learner behavior are the grist of evaluative activities in education.

An example of good design for evaluating a proposal is outlined by the Tennessee State Department of Education in Design for Tennessee Assessment and Evaluation of Title III, E.S.E.A. The information below makes clear many of the evaluation problems to be dealt with in building evaluation procedures into a proposal:

Phase I - Status Evaluation

Define operational context.
Assess current status.
Identify educational needs.
Identify problems underlying educational needs.
Establish appropriate baseline data.

Phase II - Planning Evaluation

Set broad goals on findings of Phase I.
State objectives operationally.
Specify strategy alternatives.
Identify design alternatives for implementing strategy.
Determine means of measurement.
Develop judgmental criteria.
Assess capabilities of carrying out specific strategy and design.

ILLUSTRATIVE CASE

tices proven through the innovative process. Data will be kept on the usefulness of the practice with regard to the child, his learning pattern, and the teacher.

11. Keep records of:

a. The number of inquiries and the number of visitors; also the comments about the school.

b. The number of requests for resource people from the North Elementary School faculty to work with particular schools.

c. The attendance records of the seminar meetings for administrators and teachers.

d. The number of self-evaluations that begin to take place and changes that are evident in individual local schools.

The success of this program is dependent on effective and efficient evaluation. Local school personnel need training in evaluation. Thus, a proficient evaluation consultant will be employed to work with the North Elementary School staff. A team of educators from within the state will also be employed to evaluate the extent to which each objective of this proposal has been achieved.

B. Specific instruments to be used in the evaluations will be determined with the aid of a consultant.

C. The total estimated cost included in the summary budget earmarked for evaluation is $1,200.

CASE COMMENTARY

Phase III - Operational Evaluation

Develop or select measurement instruments.
Make periodic observations.
Maintain record of events and activities.
Analyze data.
Feedback data.
Identify design defects or potential causes of failure.

Phase IV - Final Evaluation

Collect data for total program.
Analyze data concerning pre- and post-status and change measures.
Interpret data in terms of judgmental criteria.
Formulate recommendations for re-cycling, further implementation, modification, and revision.
Disseminate results as part of the evaluation.

D. Critique

The evaluation statements as presented are not consistent with the statements of objectives. Objective "B" in the Illustrative Case, for instance, states:

> "Given an operational grant, the proposed school will serve as an agent and model in narrowing the gap between research and educational practice."

Items 1 through 11 do not indicate that the gap between research and educational practice has been narrowed. However, the data provided in Items 7 and 10 could provide some subjective information with regard to narrowing this gap.

ILLUSTRATIVE CASE

CASE COMMENTARY

Among the points which could be made about this evaluation design are:

1. The technique of Evaluation #1 indicates normative tests are to be used to evaluate an ordinal program.

2. Among the objectives having to do with the learner in "A" under Objectives of the Illustrative Case, there can be identified objectives in the three domains: affective, psychomotor and cognitive. It should be pointed out that affective learning is most difficult to measure.

3. Some of the techniques of evaluation listed could be construed to be ordinary events of school life. These would not necessarily be included (e.g., #4 is non-specific).

4. The last paragraph of "A" and also "B" indicate that no design for evaluation actually exists in this proposal. Generally the use of certain non-specific adjectival and adverbial modifiers in evaluation sections of the proposal are indications of poorly designed evaluations. These kinds of modifiers include words such as "adequate," "excellent," "effective," and "efficient." Allusions to evaluation planning and the employment of consultants to evaluate the extent to which each objective has been achieved are indications that the proposal writers have considered evaluation in its most restrictive form.

5. Under Item "C," the estimated cost should indicate the amounts budgeted for instrumentation, consultation, materials, and printing/reproduction. The amount specified does not appear

ILLUSTRATIVE CASE

CASE COMMENTARY

to be reasonable in view of the instruments, consultants, and other suggested expenditures, unless these costs are to be shared by cooperating agencies.

ILLUSTRATIVE CASE

CASE COMMENTARY

X. Dissemination

A. Title III Guidelines

Alabama and Mississippi require a description of provisions for publications, conferences, visitations, and other means of dispersing information about the project, along with an estimate of the cost of dissemination. Both Alabama and Mississippi place dissemination under Planning in their guidelines. Florida and Georgia require the same information but devote a major section to dissemination. South Carolina also allots a section to dissemination and requires that it take place initially in the geographical area served by the project and subsequently in other areas. South Carolina also requires cost estimates.

B. Suggested References

1. A Manual for Project Applicants and Grantees, Title III, Elementary and Secondary Education Act, rev. ed. PACE -- Projects to Advance Creativity in Education. Washington: Government Printing Office, 1967.

2. Applicable State Title III Guidelines.

3. National School Public Relations Association, 1201 16th Street NW Washington, D.C.

C. Ideal Statement

Most dissemination plans fail to include strategies for measuring the success of information programs. Very often, dissemination efforts are carried out

ILLUSTRATIVE CASE

X. Dissemination

Because the Planning Staff feels that dissemination is such a vital aspect of the effort to initiate area interest in improving education, as part of the North Elementary School faculty they will assume responsibility for this function.

Plans are being made to disseminate information in the following ways:

A. Informative leaflets will be mailed to local and area schools and superintendents; community cultural and educational agency representatives; local, state, and national professional organizations, and the State Department of Education.

B. Progress reports will be sent to the State Department of Education, to the United States Office of Education, and to interested persons requesting information.

C. The seminars for administrators and teachers in the city and the surrounding area will also be a means of disseminating information about the program. These representatives will share the information with their faculties.

D. Announcements of seminars and workshops with consultants will be made at all planned activities. Notifications will be mailed to local and area educators prior to scheduled events.

E. Procedures for observations in the school are being made. Visitors will be scheduled for an orientation to the philosophy and observations in the modules. Observations will also be made using the television system. This

CASE COMMENTARY

by the Project Director. This person is not always the one who can devote the attention required for such efforts to be consistent, timely and successful. Careful planning, periodic evaluation and competent persons in charge of dissemination should be specified in this section.

The best and only truly effective dissemination is that which results in the replication of good practices in new situations.

D. Critique

The proposal does not present a dissemination plan which parallels the evaluation schedule in order to capitalize upon ongoing activities. However, the plan presented here does cover many of the alternative dissemination activities which could convey to the various publics much information about the program.

No estimate is made of the cost of dissemination. A statement of estimated dissemination costs is suggested by state guidelines. The statement of cost should be included in the chapter on dissemination in addition to its inclusion in the budget.

ILLUSTRATIVE CASE

method will greatly facilitate discussions of activities during observation without disturbing the children.

F. Once the North Elementary School program is well under way, teachers will be available for consultant services. These teachers will work with other faculties in their innovative endeavors.

G. Specific plans are being made for parental orientation prior to the opening of school and throughout the first few months. Parents working in the schools will be vital to the functioning of the programs as well as to spreading "the good news." Meetings with representatives from educational and cultural agencies are regularly scheduled for reporting progress and sharing ideas. This dissemination to parents and community agencies is primarily by oral communication.

H. The North Elementary School faculty will be available for discussions at various community functions, such as meetings of civic clubs, service clubs, and the local government.

I. Bibliographies of suggested readings will be made available to interested persons.

J. Faculty members from schools in the system will participate in the 19-- Summer School Program at the North Elementary School.

CASE COMMENTARY

XI. Qualifications of Professional Personnel

A. Title III Guidelines

Alabama and Mississippi guidelines dictate that (1) the number of personnel by position, job description, and qualifications be included along with (2) the time, the location, and conditions under which consultants will work (both states place this information under Planning). They require resources, a description of the assistance sought, and the relation of the consultant to regular staff members. Florida and Georgia require information in addition to that above, i.e. salaries, length of service, percent of full-time involvement, a description of the responsibilities and the minimum acceptable qualifications for each position. Florida and Georgia also require that this section reflect the employment status, i.e. commitment, of professional personnel named in the contract. South Carolina requires information on three classes of project employees: (1) professional, (2) consultative, and (3) nonprofessional. In each case, the number of personnel needed, job descriptions, and distinction between sources of payroll funds is required.

B. Suggested References

1. Applicable State Title III Guidelines.
2. "Planning and Effecting Needed Changes in Education," No. 3 of Designing Education for the Future Series.

ILLUSTRATIVE CASE

XI. Qualifications of Professional Personnel

A. The professional personnel needed to implement this program include the following:

1. Program Director
2. Teaching Supervisors (four--one in each module)
3. Materials Center Specialist
4. Pupil Personnel Specialist
5. Art, Music, and Physical Education Specialists
6. Kindergarten Specialists
7. Consultants (as needed)

The salary scale for the staff is shown on the chart following this section. Salaries are somewhat higher than other salaries within the system to make possible the recruitment of professionally qualified people.

B. The qualifications for each position are as follows:

1. The Program Director will devote full time to the direction and implementation of the proposed program. He will be directly responsible for coordinating the efforts of the entire staff toward achieving the objectives of this proposal. This director will have wide experiences and training in the field of education, with an orientation toward change and the initiation of innovative practices. He will hold a Master's Degree with extensive postgraduate study.

2. Each Teaching Supervisor will have a Master's Degree in

CASE COMMENTARY

Chapter 4. Eds. Edgar L. Morphet and Charles O. Ryan. An Eight State Project. New York: Citation Press, 1969, pp. 65-88.

C. Ideal Statement

Strategies and processes of change must include at least as much attention to the development of professional and human competence as they do to the other supporting and enabling aspects of education.

D. Critique

1. Selection of the Program Director should depend at least as heavily on his ability to handle people as on his technical competence.

2. Vitae for all program personnel should be filed and kept current.

3. The size and scope of the project suggests that a full-time evaluator is needed.

4. Job descriptions and classifications for personnel have been accomplished in the proposal to a minimal degree. Some elaboration should be made with regard to actual tasks and personnel assignments to these tasks.

ILLUSTRATIVE CASE

Education and extensive experience in modern educational techniques. As the coordinator of a module, he will work closely with the Director and other teachers in implementing the proposed exemplary program.

3. The Materials Center Specialist will have a Master's Degree in Library Science and experience oriented toward the library as a materials resource center for the entire school. He will work mainly with children in developing skills and techniques in the selection and use of materials. This specialist will also aid teachers in the selection and utilization of materials to implement this model program.

4. The Pupil Personnel Specialist will have a Master's Degree with an undergraduate degree in Elementary Education. This person will aid those involved in securing information concerning child growth and development in all areas needed to implement a program of quality education for individuals.

5. Art, Music and Physical Education Specialists will have a teaching certificate in their respective areas and previous experience in elementary education. These Specialists will work mainly with the faculty to increase teaching competence in content areas. They will work with groups of children when it is the best means for providing a learning activity for a child.

6. Each Kindergarten Specialist will have a teaching certificate in his area and previous experience working

2

CASE COMMENTARY

ILLUSTRATIVE CASE

with young children. He will assist in planning and organizing the preschool summer program.

The Principal and twelve teachers, whose salaries during the regular school year are paid by the applicant agency, will work in their same or comparable positions for the summer program of 19--.

C. The qualifications of key program personnel are:

1. The Program Director has extensive teaching experience in a program emphasizing the individualization of instruction. She also has had two years' experience as a junior high school science teacher. She has served as Coordinator of the Planning Grant and as Science Coordinator for the Planning Grant Staff.

The Director has a Bachelor's Degree in Elementary-Secondary Physical Education and a Master's Degree in Secondary Education. She also holds a Type AA Certificate in Educational Supervision and Curriculum, a Type AA Certificate in Elementary-Secondary Teaching, and a Type AA Certificate in Educational Administration. While attending the state university, she had assistantships in the Curriculum Laboratory and in Educational Research.

2. Two teaching supervisors have been selected. Their qualifications are as follows:

a. The Teaching Supervisor has two years' teaching experience in the elementary school. He has served as

CASE COMMENTARY

ILLUSTRATIVE CASE

the Social Studies Coordinator of the Planning Grant Staff.

The Teaching Supervisor has a Bachelor of Science Degree in Elementary Education and a Master's Degree in Educational Administration.

b. The Teaching Supervisor has three and one-half years' teaching experience in the elementary school. Under the Planning Grant, she has served as the Language Arts Coordinator.

She has a Bachelor of Science Degree and a Master's Degree in Elementary Education. While attending a state college, she had an assistantship in Educational Research.

3. The Pupil Personnel Specialist has four years' teaching experience in the elementary school. She has served as the Mathematics Coordinator during the Planning Grant.

She has a Bachelor of Science Degree in Elementary Education and a Master's Degree in Educational Supervision. She also has done postgraduate work in Guidance and Counseling. While attending the University she had assistantships on the Dean of Women's Staff and in the Students Counseling Service as a counselor and dormitory assistant.

ILLUSTRATIVE CASE

Table One

POSITION	NUMBER	LENGTH OF EMPLOYMENT (MONTHS)	FULL-TIME INVOLVEMENT (PERCENT)	SALARY (ANNUAL)
Program Director	1	12	100	$9,600
Teaching Supervisors	1	12	100	8,400
	1	12	100	9,000
	2	14	100	8,400
Materials Center Specialist	1	14	100	8,400
Pupil Personnel Specialist	1	12	100	9,00
Teacher, Art Specialist	1	10	33 1/3	2,600
Teacher, Music Specialist	1	10	33 1/3	2,600
Teacher, Physical Education Specialist	1	10	33 1/3	2,600
Kindergarten Specialist	2	2	100	1,000
Teaching Staff Members (For Summer Program)	12	2	100	1,200
Principal (For Summer Program)	1	3	100	2,400
Consultants				

CASE COMMENTARY

XII. Facilities, Materials, and Equipment

A. Title III Guidelines

Florida and Georgia require that the nature, location, and ownership of program facilities be described. Terms of any leases are to be indicated and all new equipment and materials for the program are to be justified. Facilities and equipment provided by other than project funds should be explicated to indicate efforts to support the project from other resources.

B. Suggested References

1. Applicable State Title III Guidelines.

2. *A Manual for Project Applicants and Grantees*, *Title III Elementary and Secondary Education Act*, rev. ed. PACE -- Projects to Advance Creativity in Education. Washington: Government Printing Office, 1967.

C. Ideal Statement

Every project worthy of funding needs a physical base of operation for both program and staff where day-to-day operations occur, are recorded, supported, and enhanced.

D. Critique

A school plant is to be constructed and a program staffed whether the project obtains or not. An examination of the floor plan included in the proposal (but not reproduced in this model) failed to

ILLUSTRATIVE CASE

XII. Facilities, Materials, and Equipment

A. The applicant agency is spending $522,100.00 in constructing and equipping the educational plant which will house the proposed program. The building is scheduled to be completed by July 19--. The plant, which is being built for the maximum in flexibility, includes four modules, each of which is slightly larger than three regular classrooms.

These modules are built around a large instructional materials center which occupies the central portion of the building.

B. This proposed program will serve to spearhead increased attention on the needs of education in the state. Since this is to be a model pilot school for the entire area, certain equipment and materials, not found in the usual school operation, are imperative for the success of the project.

One of the most important facilities for changing teacher behavior is the television system. This system will consist of a camera mounted on a pan and tilt bracket on the ceiling of each module. As videotapes are made of various situations, the system will provide the teacher with a means of watching himself and children in action. Viewing these tapes later will provide him an opportunity for self-evaluation. As the teacher reaches a level of professional sophistication in which he seeks peer evaluation, a team of teachers can view the tape and discuss with him means of improving.

CASE COMMENTARY

reveal any specific space assigned or allocated to the project staff.

ILLUSTRATIVE CASE

This television system will also be used as one means for better classroom observations.

One can follow a child throughout his day in school and observe his behavior in a variety of situations.

Research and research-related materials in many areas of education are on microfilm and microfiche (as provided by the Educational Research Information Center). These media require a microfilm viewer. This filmed research is imperative in the investigation of current innovative educational practices.

The versatility of the automatic thermal copier will make it a valuable asset in the operation of this model school. This machine will aid in disseminating information as it produces spirit masters, offset masters, and Diazo masters.

The offset printer will be used in printing masters of such materials as the fliers and study guides written by the staff. These study guides will be coordinated with a wide variety of stated activities as a means of individualizing instruction. The requested filing cabinets will be used to categorize these study guides, the activities and the diagnostic information on each child in the school. The dry mounting laminating press will be utilized to increase the durability of materials such as math and word games produced by the staff.

C. In order to further equip the materials resource center as a model for this area, efforts are being made to obtain funds for materials in addition to those requested in this proposal. Limited funds are available through ESEA

CASE COMMENTARY

ILLUSTRATIVE CASE

Title III. The applicant agency is working with the Education Committee of the local Chamber of Commerce to obtain funds from local industry to match funds available through NDEA Title III. Parent-teacher organizations and all other local organizations interested in educational also will be requested to provide available resources.

CASE COMMENTARY

XIII. Subcontracting

A. Title III Guidelines

Alabama, Florida, Georgia, Mississippi, and South Carolina treat the section on contracting exactly alike. All the states require that the following information be provided in each instance of contracted services:

1. Name and kind of agency with which the contract will be made.
2. Dates of contract (expiration date must not be later than that of Title III grant).
3. Type of contract, e.g. fixed price, cost reimbursement, cost sharing.
4. Funds to be paid under the contract.
5. Services to be provided.
6. Responsibilities to be retained by the applicant for the control and supervision of the subcontracted services.

B. Suggested References

1. A Manual for Project Applicants and Grantees, Title III, Elementary and Secondary Education Act, rev. ed. PACE -- Projects to Advance Creativity in Education. Washington: Government Printing Office, 1967.

2. Applicable State Title III Guidelines.

C. Ideal Statement

Subcontracting is permitted when (1) the service to be performed is neither appropriate for nor within the capabilities of the project staff, and (2)

ILLUSTRATIVE CASE

XIII. Subcontracting

(Not applicable to Illustrative Case.)

CASE COMMENTARY

it is approved by the commission.

D. Critique

(Not applicable to this Illustrative Case.)

ILLUSTRATIVE CASE

CASE COMMENTARY

XIV. Tax Effort

A. Title III Guidelines

Alabama, Florida, Georgia, Mississippi, and South Carolina require that the applicant provide answers to the following questions (if special consideration is desired because of local inability to meet critical educational needs):

1. What percent of the legal maximum tax rate is the current school tax levy in your district?
2. What percent of the actual value of property in your district is the assessed value? What is the average percent for your state?
3. What percent of the average per pupil expenditure in your state is the average per pupil expenditure in your district?
4. Does your district have an unusual amount of non-taxable property? If so, please explain and list any special monies provided.

Alabama, Georgia, and Mississippi require additional information specifying (1) the phasing out of federal support, (2) the services and activities during the past three years that have been related to the proposed program, and (3) the assurances that federal funds will not be used to supplant funds already available. Florida guidelines include additional questions aimed at the applicant's needs as

ILLUSTRATIVE CASE

XIV. Tax Effort

This project contained no section on Tax Effort.

CASE COMMENTARY

related to national needs.

B. Suggested References

1. "The Economics and Financing of Education," No. 5 of Emerging Designs for Education Series, eds. Edgar L. Morphet and David L. Jesser. An Eight State Project. New York: Citation Press, 1968.

2. High Schools in the South, A Fact Book, Chapter 2. Nashville: Division of Surveys and Field Services, Center for Southern Education Studies, George Peabody College for Teachers, 1966, pp. 7-20.

C. Ideal Statement

When reasonable local efforts have failed to produce sufficient resources for an adequate education program, state and federal resources should be made available to insure it.

D. Critique

Failure of the applicant to include a statement on tax effort implies that special consideration is not desired and further that the school district is in fact able to meet its critical educational needs. Such implications are not likely to be the case with rural isolated school systems for which these models were designed.

One example of a presentation of local tax effort and ability is depicted below:

ILLUSTRATIVE CASE

CASE COMMENTARY

1. Degree of Tax Effort

a. Present tax levy is 25 mills (excluding special bond issues).

b. (1) Property assessment in Fairfield is 45 percent of true value. (2) The average assessment for the state of South Carolina is 20 percent of the true value.

c. The average per pupil expenditure in Fairfield County is $281, which is approximately 83 percent of the state average of $339.

d. The amount of non-taxable property (other than churches and hospitals) is nil.

2. Ability to Meet Critical Education Needs

a. The school district at present has no preschool program.

b. The pupil-teacher ratio for the elementary schools is 29 to 1 and for the secondary schools is 28 to 1.

c. The total professional staff and pupil ratio for the elementary school is 28 to 1 and for the secondary schools is 27 to 1.

d. Total enrollment for each of the last five years is as follows:

1962-63	2,985
1963-64	2,945
1964-65	2,954
1965-66	2,933

ILLUSTRATIVE CASE

CASE COMMENTARY

1966-67	2,925
1967-68	2,915
1968-69	2,890

There have been no large or sudden changes in enrollment. However, average daily attendance has increased three percent over the past five-year period.

e. For the present enrollment and staff, the school facilities are not overcrowded.

f. No building has been declared unsafe.

ILLUSTRATIVE CASE

ILLUSTRATIVE CASE

FINANCIAL DATA

OE 4351 (REV. 12 66)

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

INITIAL APPLICATION

BUDGET BUREAU NO. 51-R570.1
APPROVAL EXPIRES 6 30 68

PROPOSED BUDGET SUMMARY/EXPENDITURE REPORT OF FEDERAL FUNDS

Title III, Elementary and Secondary Education Act of 1965 - Supplementary Centers and Services Program

(NOTE: Please read the attached Instructions before completing this form)

NAME AND ADDRESS OF AGENCY Beulah City Bd. of Educ., Beulah, Ty.	PROJECT NUMBER	GRANT NUMBER	STATE Ty.

PART I – EXPENDITURES *(other than construction)*

(Check One) ☒ PROPOSED BUDGET SUMMARY (ATTACH DETAIL SCHEDULES) ☐ ESTIMATED EXPENDITURE REPORT ☐ FINAL EXPENDITURE REPORT

BUDGET PERIOD (MONTH, DAY, & YEAR) BEG. July 1, 19 – END. Aug. 31, 19 –

	EXPENDITURE ACCOUNTS		EXPENSE CLASSIFICATION								
			SALARIES								
	FUNCTIONAL CLASSIFICATION	ACC'T NO.	PROFESSIONAL	NON-PROFESSIONAL	CONTRACTED SERVICES	MATERIALS AND SUPPLIES	TRAVEL	EQUIPMENT	OTHER EXPENSES	TOTAL EXPENDITURES	NEGOTIATED BUDGET
	1	2	3	4	5	6	7	8	9	10	11
1	ADMINISTRATION	100	$ 12,000.00	$ 4,200.00	$	$ 447.74	$ 780.00	$	$ 434.00	$ 17,861.74	$
2	INSTRUCTION	200	80,000.00	15,000.00	3,900.00	47,292.07	2,500.00		1,800.00	150,492.07	
3	ATTENDANCE SERVICES	300									
4	HEALTH SERVICES	400									
5	PUPIL TRANSPORTATION SERVICES	500									
6	OPERATION OF PLANT	600		3,360.00					1,288.00	4,648.00	
7	MAINTENANCE OF PLANT	700									
8	FIXED CHARGES	800							945.76	945.76	
9	FOOD SERVICES	900									
10	STUDENT-BODY ACTIVITIES	1000									
11	COMMUNITY SERVICES	1100									
12	REMODELING (IF COSTS TOTAL MORE THAN $2000 ENTER IN PART II)	1220c									
13	CAPITAL OUTLAY (EQUIPMENT ONLY)	1230						55,658.75		55,658.75	
14	TOTAL →		$ 92,000.00	$ 22,560.00	$ 3,900.00	$ 47,739.81	$ 3,280.00	$ 55,658.75	$ 4,467.76	$ 229,606.32	$
15	NEGOTIATED BUDGET →		$	$	$	$	$	$	$	xxxxxxxxxxxxxx	$

Expenditure Account No. 100 - Administration (Initial Application Budget)

Expe - Class	Name and Title, Purpose or Item	Full time	Part time	Quantity	Salary, Rental, Unit Cost	Budgeted Amount
Salaries						
	Professional					
	Lorna West, Project Director	X		12 months	800.00	9,600.00
	Supplement for Principal for 3 months summer employment	X		3 months	800.00	2,400.00
	Non-Professional					
	Secretary-Bookkeeper - Undetermined	X		12 months	350.00	4,200.00
Materials and Supplies						
	Stationery			5 reams	4.00	20.00
	Second Sheets			5 reams	1.50	7.50
	Carbon Paper			2 boxes	3.20	6.40
	Envelopes #10			5 boxes	1.80	9.00
	Duplicator Paper			100 reams	1.00	100.00
	Mimeograph Paper			100 reams	1.00	100.00
	Stencils			10 quires	2.10	21.00
	Master Units			7 boxes	2.30	16.10
	Mimeo Ink			10 Lbs.	2.80	28.00
	Legal Pads			36 each	.20	7.20
	Correction Fluid			2 each	1.50	3.00
	Ball Point Pens			36 each	.19	5.94
	Pencils			36 each	.10	3.60
	Postage					120.00
Travel						
	Travel and subsistence for the director:					
	Transportation - Out of State			4 trips	150.00	600.00
	Transportation - Within State			as needed	10¢ mile	180.00
	Per Diem - Out of State			16 days	16.00	256.00
	Per Diem - Within State			8 days	16.00	178.00
				Total Amount Budgeted		$17,861.74

Expenditure Account No. 200 -- Instruction

(Initial Application Budget)

Expense Class	Name and Title, Purpose or Item	Full time	Part time	Quantity	Salary, Rental, Unit Cost	Budgeted Amount
Salaries						
	Professional					
	4 teaching supervisors					
	1. Charles House	X		12 months	700.00	8,400.00
	2. Juanita Shelnut	X		12 months	750.00	9,000.00
	3. Undetermined	X		14 months	700.00	9,800.00
	4. Undetermined	X		14 months	700.00	9,800.00
	Teacher, Art Specialist					
	Undetermined		X(1/3)	10 months	260.00	2,600.00
	Teacher, Music Specialist					
	Undetermined		X(1/3)	10 months	260.00	2,600.00
	Teacher, Physical Education Specialist					
	Undetermined		X(1/3)	10 months	260.00	2,600.00
	Pupil Personnel Specialist					
	Carolina Maenza	X		12 months	750.00	9,000.00
	Materials Center Specialist					
	Undetermined	X		14 months	700.00	9,800.00
	2 Kindergarten Specialists					
	Undetermined		X	2 months	500.00	2,000.00
	Summer Employment (2 months in summer 1969) for 12 regular members of teaching staff	X		2 months	600.00 (X 2 X 12)	14,400.00
	Non-Professional					
	1 Library Aides	X		12 months	250.00	3,000.00
	4 Teacher Aides	X		12 months	250.00	12,000.00
Contracted Services						
	Consultant Honoraria (See attachment 1)					
	Out of State		X	30 days	100.00	3,000.00
	Within State		X	15 days	60.00	900.00

Expenditure Account No. 200 - Instruction (continued)

Expense Class	Name and Title, Purpose or Item	Full time	Part time	Quantity	Salary Rental, Unit Cost	Budgeted Amount
Materials and Supplies	(See Attachment No. 2)					47,292.07
Travel	Travel costs for consultants Out of state Within state			 15 trips 10 trips	 150.00 25.00 (average cost)	 2,250.00 250.00
Other Expenses	4 Seminars for 30 participants each (30 X $15.00 X 4)					1,800.00

Total Amount Budgeted $150,492.07

Expenditure Amount No. 600 - Operation of Plant (Initial Application Budget)

Expense Class	Name and Title, Purpose of Item	Full time	Part time	Quantity	Salary, Rental, Unit Cost	Budgeted Amount
Salaries						
	Janitor - Undetermined (This employee is required in addition to the regular custodial force paid by the applicant agency from local funds because this plant will be in operation more hours per day and more weeks per year than other s schools in this school system)	X		14 mos.	1.40 per hr. (40 hr. wk.)	$3,360.00
Other Expenses						
	25% of Gas and Electricity (See justification above)			14 mos.	$60.00	840.00
	Telephone					
	Local charges			14 mos.	12.00	168.00
	Long distance			14 mos.	20.00 mo.	280.00
	Total Amount Budgeted					$4,648.00

Expenditure Account No. 800 Fixed Charges (Initial Application Budget)

Expense Class	Name and Title, Purpose of Item	Full time	Part time	Quantity	Salary, Rental, Unit Cost	Budgeted Amount
Social Security (4.6% average)	For: 4 Teacher Aides	X				$460.00
	1 Library Aide	X				138.00
	1 Janitor	X				154.56
	1 Secretary-Bookkeeper	X				193.20
					Total Amount Budgeted	$945.76

Expenditure Account No. 1230 - Capital Outlay (Equipment) (Initial Application Budget)

Expense Class	Name and Title, Purpose or Item	Full time	Part Time	Quantity	Salary, Rental, Unit Cost	Budgeted Amount
Equipment						
	See Attachment for itemization					$55,658.75

Total Amount Budgeted $55,658.75

ILLUSTRATIVE CASE

ASSURANCES

ASSURANCES FOR INITIAL APPLICATION

THE APPLICANT HEREBY GIVES ASSURANCE TO THE UNITED STATES COMMISSIONER OF EDUCATION THAT:

1. The applicant has the necessary legal authority to apply for and receive the proposed grant. [Attach a copy of substantiating document(s)];

2. The activities and services for which assistance is sought under this Title will be administered by or under the supervision of the applicant;

3. In planning the program proposed in the application, there has been and in establishing and carrying out that program, there will be participation of the appropriate cultural and education resource(s) of the area to be served;

4. Any funds received under this grant shall not be used to supplant funds normally budgeted for the planning of services of the same type;

5. The applicant will comply with Title VI of the Civil Rights Act of 1964 (P.L. 88-352) and all requirements imposed by or pursuant to the Regulations of the Department of Health, Education, and Welfare (45 CFR Part 80) issued pursuant to the title, to the end that no person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program or activity for which the applicant receives federal financial assistance from the Department. (The assurance of compliance (HEW 441), or court order, or desegregation plan previously filed with the United States Office of Education in accordance with the Department of Health, Education, and Welfare Regulations applies to this application);

6. The project will be operated in compliance with Public Law 89-10 and with the regulations and other policies and administrative issuances by the Commissioner, including submission of such reports as may be required;

7. Copies of this application have been authorized by the governing body of the applicant, and the undersigned representative has been duly authorized to file this application for and in behalf of said applicant, and otherwise to act as the authorized representative of the applicant in connection with this application. [Attach copy of authorizing document(s).]

I, John H. Doe, do hereby certify that all of the facts, figures, and representations made in this application, including all exhibits and attachments hereto and hereby made a part of this application are true and correct to the best of my knowledge and belief.

DATED: March 1, 1970

Harold County Public Schools
(Legal name of applicant)

BY John H Doe
(Signature of authorized representative)

Superintendent of Schools
(Representative's Title)

NOTARY PUBLIC: Subscribed to me before me this

March 1, 1970 Manor, (City) Tappan (State)

NOTARY PUBLIC SEAL

SIGNATURE OF NOTARY PUBLIC Mary C. Smith

DATE NOTARY'S COMMISSION EXPIRES January 1, 1972

CERTIFICATE

I, John H. Doe, Superintendent of the Harold County Public Schools, Manor, Harold County, Tappan, hereby certify that in a regular meeting of the Board of Education of the Harold County Public Schools held on January 1, 1970, the superintendent was duly authorized to submit a proposal requesting federal funds under Title III of Public Law 89-10, to implement the program entitled Organization Strategy for Learning -- Nongraded. This program will be located in the Harold County Public Schools in the state of Tappan. It is further certified that this record may be found on the minutes of the Harold County Board of Education dated January 1, 1970, appearing on page 273 of Minute Book Number I .

WITNESS my signature this March 1, 1970.

John H. Doe

John H. Doe, Superintendent
Harold County Public Schools

ILLUSTRATIVE CASE

REVIEW OF RELATED RESEARCH

Editor's Note: Although the following section is technically a bibliography, the PACE Manual and many state guidelines entitle this section "Review of Related Research," the title given in this Illustrative Case. Agencies preparing a proposal should consult applicable manuals for the correct title and form for presenting bibliographical entries.

ILLUSTRATIVE CASE

A. Single-Volume Works

Anderson, Robert H. *Teaching in a World of Change.* New York: Harcourt, Brace & World, 1966. 180 pp.

Bair, Medill, and Richard G. Woodward. *Team Teaching in Action.* Boston: Houghton Mifflin Company, 1964. 229 pp.

Billet, Roy I. *The Administration and Supervision of Homogeneous Grouping.* Columbus: Ohio State University, 1932. 159 pp.

Brown, Bartley Frank. *The Nongraded High School.* Englewood Cliffs, New Jersey: Prentice-Hall, 1963. 223 pp.

Deutsch, Martin A. "Dimensions of the School's Role in Problems of Integration," *Integration in the Urban School.* New York: Teachers College Press, 1963, pp. 29-34.

Gold, Milton J. *Education of the Intellectually Gifted.* Columbus, Ohio: C. E. Merrill Books, 1965. 472 pp.

Goldberg, Miram, and others. *The Effects of Ability Grouping.* New York: Teachers College Press, 1966. 254 pp.

Goodlad, John I. "Classroom Organization," *Encyclopedia of Educational Research.* New York: The Macmillan Company, 1960. pp. 221-25.

_______, and Robert H. Anderson. *The Nongraded Elementary School.* rev. ed. New York: Harcourt, Brace & World, 1963. 248 pp.

Grannis, Joseph C. "Team Teaching and the Curriculum" *Team Teaching.* New York: Harper & Row, 1964. pp. 123-69.

Heathers, Glen. "Research on Team Teachings," *Team Teaching.* New York: Harper & Row, 1964. pp. 306-44.

_______, *Organizing Schools through the Dual Progress Plan: Tryouts of a New Plan for Elementary and Middle Schools.* Danville, Illinois: Interstate, 1967. 228 pp.

Hillson, Maurie (ed.). *Change and Innovation in Elementary School Organization: Selected Readings.* New York: Holt, Rinehart and Winston, 1965. 387 pp.

ILLUSTRATIVE CASE

Otto, Henry Jay, and David C. Sanders. *Elementary School Organization and Administration*. 4th ed. New York: Appleton - Century - Crofts, 1964. 409 pp.

Rosenthal, Robert, and Lenore Jacobson. *Pygmalion in the Classroom*. New York: Holt, Rinehart and Winston, 1968.

Shaplin, Judson T., and Henry F. Olds, Jr. (eds.). *Team Teaching*. New York: Harper & Row, 1964. 430 pp.

Stoddard, George D. *The Dual Progress Plan*, 1st ed. New York: Harper & Row, 1961. 225 pp.

Trump, J. Lloyd, and Dorsey Baynham. *Focus on Change: Guide to Better Schools*. Chicago: Rand McNally, 1961. 147 pp.

Yates, Alfred (ed.). *Grouping in Education*. New York: J. Wiley, 1966. 314 pp.

ILLUSTRATIVE CASE

B. Multivolume Works and Series

Anderson, Robert H. "Organizing Groups for Instruction," Individualizing Instruction. Sixty-first Yearbook of the National Society for the Study of Education, Part I. Chicago: University of Chicago Press, 1962, pp. 239-64.

Cornell, Ethel L. "Effects of Ability Grouping Determined from Published Studies," The Grouping of Pupils, Thirty-fifth Yearbook of the National Society for the Study of Education, Part I. Bloomington, Illinois: Public School Publishing Company, 1936, pp. 289-304.

Heathers, Glen. "School Organization: Nongrading, Dual Progress and Team Teaching," The Changing American School, Sixth-fifth Yearbook of the National Society for the Study of Education, Part II. Chicago: University of Chicago Press, 1966, pp. 110-34.

Lidvall, C. M. and John O. Bolvin. "Programmed Instruction in Schools: Individually Prescribed Instruction," Programmed Instruction, Sixty-sixth Yearbook of the National Society for the Study of Education, Part II. Chicago: University of Chicago Press, 1967.

Whipple, Guy Montrose (ed.). The Grouping of Pupils. Thirty-fifth Yearbook of the National Society for the Study of Education. Part I. Bloomington, Illinois: Public School Publishing Company, 1936. 319 pp.

Woodring, Paul. "Reform Movements from the Point of View of Psychological Theory," Theories of Learning and Instruction. Sixty-third Yearbook of the National Society for the Study of Education. Chicago: University of Chicago Press, 1964, p. 292.

ILLUSTRATIVE CASE

C. Government Documents

Atkinson, John W., and Patricia O'Connor. Effects of Ability Grouping in Schools, Related to Individual Differences in Achievement-Related Motivation. United States Office of Education, Project 1283. Washington: Government Printing Office, 1963. 175 pp. (Available on University Microfilms).

Dean, Stuart A. Elementary School Administration and Organization. United States Department of Health, Education and Welfare, United States Office of Education, Bulletin No. 11. Washington: Government Printing Office, 1960.

Flanders, Ned A. Teachers Influence, Pupils Attitudes, and Achievement. United States Department of Health, Education and Welfare, United States Office of Education, Cooperative Research Project No. 397. Washington: Government Printing Office, 1960.

Franseth, Jane and Rose Koury. Grouping Children in the Elementary School: Research and Implications. United States Department of Health, Education and Welfare, United States Office of Education, Selected References No. 36. Washington: Government Printing Office, 1963.

_______, A Guide to Research and Informed Judgment in Grouping Children. United States Department of Health, Education and Welfare, United States Office of Education, Education Briefs No. 40. Washington: Government Printing Office, 1964.

Wright, Grace. Block-Time Classes and the Core Program in Junior High. United States Department of Health, Education and Welfare, United States Office of Education. Washington: Government Printing Office, 1958.

ILLUSTRATIVE CASE

D. Periodicals

Abrahamson, David. "The Effectiveness of Grouping for Students of High Ability," *Educational Research Bulletin*, 38: 169-82, October, 1959.

Ackerlund, George. "Some Teacher Views on the Self-Contained Classroom," *Phi Delta Kappan*, 40: 283-85, April, 1959.

Anderson, Robert H., and John I. Goodlad. "Self-appraisal in Nongraded Schools: A Survey of Findings and Perceptions," *The Elementary School Journal*, 62: 261-69, February, 1962.

Broadhead, Fred C. "Pupil-Adjustment in the Semi-Departmental Elementary School," *The Elementary School Journal*, 60: 385-90, April, 1960.

Carbone, Robert F. "A Comparison of Graded and Nongraded Elementary Schools," *The Elementary School Journal*, 62: 82-88, November, 1961.

Dewar, John A. "Grouping for Arithmetic Instruction in Sixth Grade," *The Elementary School Journal*, 63: 266-69, February, 1963.

Durrell, Donald D., and others (eds.). "Adapting Instruction to the Learning Needs of Children in Intermediate Grades," *Journal of Education*, 142: 2-78, December, 1959.

Eash, Maurice J. "Grouping: What Have We Learned?" *Educational Leadership*, 18: 429-34, April, 1961.

Eckstrom, Ruth B. "Experimental Studies of Homogeneous Grouping: A Critical Review," *School Review*, 69: 216-26, June, 1961.

Fleming, Robert S., and others "Reactions to the Dual Progress Plan," *Educational Leadership*, 18: 92-95. November, 1960.

Gibb, E. Glenadine, and Dorothy M. Matala. "Study of the Use of Special Teachers in Science and Mathematics in Grades Five and Six," *School Science and Mathematics*, 61: 569-72, November, 1961.

ILLUSTRATIVE CASE

Goodlad, John I., and Robert H. Anderson. "Educational Practices in Nongraded Schools: A Survey of Perceptions," *The Elementary School Journal*, 63: 33-40, October, 1962.

Halliwell, Joseph W. "A Comparison of Pupil Achievement in Graded and Nongraded Primary Classrooms," *The Journal of Experimental Education*, 32: 59-64, Fall, 1963.

Hamilton, Warren and Rehwoldt W. "By Their Differences They Learn," *National Elementary Principal*, 37: 27-29, December, 1957.

Hillson, Maurie, and others. "A Controlled Experiment Evaluating the Effects of a Nongraded Organization on Pupil Achievement," *Journal of Educational Research*, 57: 584-50, July, 1964.

Hopkins, Kenneth D., and others. "An Empirical Comparison of Pupil Achievement and Other Variables in Graded and Nongraded Classes," *American Educational Research Journal*, 2: 207-72, May, 1948.

Hull, J. H. "Multi-grade Teaching," *Nation's Schools*, 62: 33-36, July, 1958.

Jones, Daisy M. "An Experiment in Adaptation in Individual Differences," Journal of Educational Psychology, 39: 257-72, May, 1948.

Mickelson, John. "What Does Research Say About the Effectiveness of the Core Curriculum?" *School Review*, 65: 144-60, June, 1957.

Passow, A. H. "The Maze of Research on Ability Grouping," *The Educational Forum*, 26: 281-88.

Rouse, Margaret T. "Comparison of Curriculum Practices in Departmental and Nondepartmental Schools," *The Elementary School Journal*, 47: 34-42, September, 1946.

Shane, Harold G. "Grouping in the Elementary School," *Phi Delta Kappan*, 41: 313-319, April, 1960.

ILLUSTRATIVE CASE

Spivak, M. L. "Effectiveness of Departmental and Self-Contained Seventh- and Eight-Grade Classrooms," *School Review*, 64: 391-396, December, 1956.

Thelen, Herbert A. "Group Dynamics in Instruction: The Principle of Least Group Size," *School Review*, 57: 139-48, March, 1949.

Wallace, R. C., Jr. "Can Large Group Instruction Provide for Individual Differences?" *National Elementary Principal*, 44: 66-70, January, 1965.

Willing, C. J. "Social Implications of Streaming in the Junior School," *Educational Research*, 5: 151-54.

ILLUSTRATIVE CASE

E. Others

Davis, Harold S. Team Teaching Biography. Staff Utilization Project. Cleveland: Educational Research Council of Greater Cleveland, 1964. 95 pp.

Goodlad, John I. Planning and Organizing for Teaching. National Education Association of the United States, Project on the Instructional Program of the Public Schools. Washington: The Association, 1962.

National Education Association of the United States. The Principals Look at the Schools. Center for the Study of Instructional Program of the Public Schools. Washington: The Association, 1962.

Silberman, Harry F. and Launor F. Carter. "The Systems Approach, Technology and the School," New Approaches to Individualizing Instruction. Princeton, New Jersey: Educational Testing Service, 1965, pp. 71-91.

Wrightstone, J. Wayne. Class Organization for Instruction. National Education Association of the United States. Washington: The Association, 1957.

CASE COMMENTARY

SUPPLEMENTARY BIBLIOGRAPHY

Editor's Note: The entries in this section appear in the Case Commentary Narrative. They have been categorized and alphabetized here for the convenience of those using this document.

CASE COMMENTARY

A. Single-Volume Works

Goodland, John. Planning and Organization for Teaching, Washington: National Education Association, Project on Instruction, 1963.

Hawkridge, D.G., P.L. Campeau, and P.K. Trickett. Preparing Evaluation Reports of Educational Programs: A Guide for Authors, Palo Alto, Calif.: American Institutes for Research in the Behavioral Sciences. October 1969, pp. 6-14.

McAshan, H.H. Writing Behavioral Objectives. Gainesville: Florida Research and Development Council, 1969.

Mager, Robert F. Preparing Instructional Objectives. Palo Alto, Calif.: Fearon Publishers, Inc., 1962.

Southern Association of Colleges and Schools. Evaluating the Elementary School, A Guide for Cooperative Study, Atlanta: The Association: 1964.

Stufflebeam, Daniel L. A Methodology for a Survey Study of Educational Change. Columbus: Evaluation Center, School of Education, The Ohio State University, 1967.

CASE COMMENTARY

B. Multivolume Works and Series

American Educational Research Association. *AERA Monograph Series on Curriculum Evaluation*, Nos. 1, 2, and 3. Chicago: Rand McNally, 1967.

Bloom, B.S., and others. *A Taxonomy of Educational Objectives: Handbook I, Cognitive Domain*. New York: David McKay, Inc., 1966.

_______. *A Taxonomy of Educational Objectives: Handbook II, Affective Domain*. New York: David McKay, Inc., 1966.

Evaluation of Programs for Instructional Change (EPIC). *Structure and Scheme for the Evaluation of Innovative Programs*, 2nd issue. Tucson: EPIC Evaluation Center.

Morphet, Edgar L., and Charles O. Ryan (eds). *Prospective Changes in Society by 1980*. No. 1 of *Designing Education for the Future Series*. An Eight State Project. New York: Citation Press, 1969.

_______. *Planning and Effecting Needed Changes in Education*. No. 3 of *Designing Education for the Future Series*. An Eight State Project. New York: Citation Press, 1969.

_______ and David L. Jesser (eds). *The Economics and Financing of Education*. No. 5 of *Emerging Designs for Education Series*. An Eight State Project. New York: Citation Press, 1968.

Southeastern Education Laboratory. *Comprehensive Educational Planning Guide*. No. 1 of *Pathways to Better Schools Series*. Atlanta: The Laboratory, 1970.

CASE COMMENTARY

C. Government Documents

National Study of Secondary School Evaluation. Evaluative Criteria. 4th ed. Washington: Government Printing Office, 1969.

Cook, Desmond L. Program Evaluation and Review Technique. Cooperative Research Monograph No. 17. Washington: Government Printing Office, 1967.

Projects to Advance Creativity in Education (PACE). A Manual for Project Applicants and Grantees, Title III, Elementary and Secondary Education Act, rev. ed. Washington: Government Printing Office, 1967.

Stufflebeam, Daniel L., Robert L. Hammond, and Egon Guba. Planning and Implementing Title III Evaluation. Statement prepared for the Division of State Agency Cooperation. Washington: Office of Education, April 22, 1968. (Manuscript).

D. Periodicals

"The Countenance of Educational Evaluation," Teachers College Record, LXVII, No. 7, April 1967.

"Toward a Science of Educational Evaluation," Educational Technology, VIII, No. 14, July 30, 1968.

"The Use and Abuse of Evaluation in Title III," Theory Into Practice, VI, No. 3, June 1967.

CASE COMMENTARY

E. Other Sources

Alexander, William M. A Working Paper on Organization for Instruction. Prepared for Project Ideals through Florida Education Research and Development Council, March 1967.

Center for Southern Education Studies. High Schools in the South, A Fact Book. Nashville: George Peabody College for Teachers, 1966.

College of Education. Catalog of Educational Changes in Ohio Schools. Columbus: Ohio State University, 1966.

Committee on Assessing the Progress of Education. "How Much Are Students Learning?" Ann Arbor, 1968.

Krathwohl, David R. How to Prepare a Research Proposal. Syracuse: Syracuse University, 1966.

Popham, W. James. "Selecting Appropriate Education Objectives." Los Angeles: Vimcet Associates, 1967. (Filmstrips).

Stake, Robert E. "Opinion of Evaluation of Title III." A Paper written for the Committee of Special Consultants. Urbana: Urbana Center for Instructional Research and Curriculum Evaluation (CIRCE), University of Illinois.

GSA ATLANTA GA 70—2832